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**CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

TRABAJO DE INTEGRACIÓN CURRICULAR

TEMA:

**“USING SONGS TO DEVELOP THE ABILITY TO INFER EMOTIONS AND ATTITUDES IN 9NO
AÑO OF EDUCACIÓN GENERAL BÁSICA AT UNIDAD EDUCATIVA IBARRA”**

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DEDICATION

I dedicate this work to the people who were present during my academic process, providing me with the necessary support to get here. Especially to my first and greatest teachers, my parents. This is the only way I find to thank you for everything you have sacrificed for me.

Dear Mother, Genny Arellano, I recognize you as my inspiration, my compass for the right path. A hardworking and admirable woman, you are my example of strength.

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RESUMEN

La presente investigación surge ante la necesidad de fortalecer la comprensión auditiva en el aprendizaje del idioma inglés en estudiantes de noveno año de Educación General Básica de la Unidad Educativa Ibarra, específicamente en la habilidad de inferir emociones y actitudes, la cual ha sido poco abordada en el aula. El estudio tuvo como objetivo general desarrollar la capacidad de los estudiantes para identificar emociones y actitudes a través de la comprensión auditiva de canciones en inglés, considerando elementos como el tono, la entonación y el ritmo. La metodología aplicada fue de enfoque mixto, combinando métodos cualitativos y cuantitativos, mediante la aplicación de encuestas y entrevistas que permitieron recopilar información sobre las percepciones de los estudiantes y docentes, así como sobre las dificultades existentes en el desarrollo de la comprensión auditiva. Los resultados evidenciaron que el uso de canciones en inglés tuvo un impacto positivo en la motivación de los estudiantes y en su capacidad para identificar emociones y actitudes implícitas en los textos orales, además de favorecer aspectos como la pronunciación, el vocabulario y la participación activa en el aula. En conclusión, se determinó que las canciones en inglés constituyen un recurso pedagógico efectivo, accesible y significativo para fortalecer la comprensión auditiva y la inferencia de emociones y actitudes, contribuyendo a un aprendizaje del idioma más contextualizado y acorde a las necesidades educativas de los estudiantes.

Palabras clave: comprensión auditiva, canciones en inglés, emociones, actitudes, Educación General Básica, aprendizaje del inglés.

ABSTRACT

The present research arises from the need to strengthen listening comprehension in the learning of the English language in students of noveno año de Educación General Básica de la Unidad Educativa Ibarra, particularly in the ability to infer emotions and attitudes, which has received limited attention in the classroom. The general objective of the study was to develop students' ability to identify emotions and attitudes through listening comprehension of English songs, considering elements such as tone, intonation, and rhythm. A mixed-methods approach was applied, combining qualitative and quantitative methods through surveys and interviews that allowed the collection of information about students' and teachers' perceptions, as well as existing difficulties in the development of listening comprehension. The results showed that the use of English songs had a positive impact on students' motivation, listening comprehension, and ability to identify implicit emotions and attitudes in oral texts, in addition to improving pronunciation, vocabulary, and active classroom participation. In conclusion, it was determined that English songs constitute an effective, accessible, and meaningful pedagogical resource to strengthen listening comprehension and the inference of emotions and attitudes, contributing to more contextualized English language learning aligned with students' educational needs.

Keywords: listening comprehension, English songs, emotions, attitudes, Educación General Básica, English language learning.

TABLE OF CONTENTS

CONSTANCIAS	3
DEDICATION.....	5
ACKNOWLEDGEMENTS	6
RESUMEN.....	7
ABSTRACT.....	8
CHAPTER I	13
I. PROBLEM.....	13
1.1 Research Problem	13
1.2 Problem description	13
1.3 Problem delimitation	14
1.4 Problem formulation.....	14
II. JUSTIFICATION.....	14
III. BACKGROUND	15
3.2. Synthesis of Similar Studies:	15
IV. OBJETIVES	16
4.1 Objctive General	16
4.2 Objetives Specifics.....	16
V. HYPOTHESES OR GUIDING QUESTIONS.....	16
CHAPTER I: THEORICAL FRAMEWORK.....	17
1.1 Language Teaching	17
1.1.1 Methods and approaches	17
Communicative Approach.....	17
Task-Based Approach	17
1.1.2 Songs as a pedagogical tool.....	18
Development of language skills	18
Emotional inference:	18
Cultural connection:.....	18
1.2 Teaching techniques.....	18
1.2.1 Techniques for Incorporating Songs into Listening Comprehension.....	19
1.3 Language acquisition	19
1.3.1 English as a Foreign Language in Ecuador.....	19
1.4 Common European Framework of Reference (CEFR).....	20
Level A2:.....	20
Level B1:.....	20

1.5 Listening competence.....	21
1.5.1 Inference of emotions and attitudes.....	22
1.5.2 Pedagogical strategies for emotional inference.....	22
1.6 Impact of songs on learning	23
1.6.1 Using Songs in the Classroom.....	23
CHAPTER II METHODOLOGY	25
2.1 Type of research	25
2.2 Research Methods, Techniques and Instruments	25
2.2. 1 Techniques and Instruments:.....	25
Quantitative Techniques	26
Qualitative Techniques.....	26
2.2.2 Instruments	27
2.3 Research Questions.....	28
2.5 Data Analysis Procedure	28
CHAPTER III: ANALYSIS OF RESULTS	30
3.1 Student Survey Results	30
Results of the 9th H course	30
Results of the 9th G course	40
3.2 Survey Results	50
3.2.1 Interview with the High Authority.....	50
3.2.2 Interview with the Coordinator of the English Area.....	52
CHAPTER IV: PROPOSAL	56
4.1 Proposal Title.....	56
4.2 Rationale	56
4.3 Theoretical Foundations	57
4.3.1 Stephen Krashen’s Input Hypothesis	57
4.3.2 Emotional Intelligence Theory by Daniel Goleman	57
4.4 Proposal Objectives.....	58
General Objective	58
Specific Objectives.....	58
4.5 Beneficiaries.....	59
4.6 Proposal Description	59
CHAPTER V: IMPACTS, CONCLUSIONS AND RECOMMENDATIONS	90
4.7 Impact Matrix.....	90
4.7.1 Linguistic Impact.....	90

4.7.2 Academic Impact	91
4.7.3 Affective Impact	93
CONCLUSIONS	95
RECOMMENDATIONS	96
Bibliography	98
ANNEXES	100
Surveys and Interviews	100
Survey directed to students	113
Phases of execution of the pedagogical proposal using musical resources	113
GLOSSARY	115

LIST OF TABLES

Table 1 Using Songs in Class	30
Table 2 Songs help to understand emotions.....	31
Table 3 Motivation with songs.....	32
Table 4 Songs help to understand tone/attitude	33
Table 5 Pronunciation improvement.....	34
Table 6 Songs and emotions	35
Table 7 Word Comprehension in Songs	36
Table 8 Relating lyrics to emotions	37
Table 9 Reflection on message or intention.....	38
Table 10 Wish for more songs in class	39
Table 11 Using Songs in Class-9EGB “G”	40
Table 12 Songs help to understand emotions-9EGB “G”	41
Table 13 Motivation with songs-9EGB “G”	42
Table 14 Songs help to understand tone/attitude-9EGB “G”	43
Table 15 Pronunciation improvement-9EGB “G”	44
Table 16 Songs and emotions -9EGB “G”	45
Table 17 Word Comprehension in Songs-9EGB “G”	46
Table 18 Relating lyrics to emotions-9EGB “G”	47
Table 19 Reflection on message or intention-9EGB “G”	48
Table 20 Wish for more songs in class-9EGB “G”	49
Table 21 Numerical impact levels	90
Table 22 Indicators of linguistic impact	90
Table 23 Academic impact indicators.....	91
Table 24 Indicators of affective impact	93

LIST OF FIGURES

Figure 1 Using Songs in Class	31
Figure 2 Songs help to understand emotions	32
Figure 3 Motivation with songs	33
Figure 4 Songs help to understand tone/attitude	34
Figure 5 Pronunciation improvement	35
Figure 6 Songs and emotions	36
Figure 7 Word Comprehension in Songs	37
Figure 8 Relating lyrics to emotions	38
Figure 9 Reflection on message or intention	39
Figure 10 Wish for more songs in class	40
Figure 11 Using Songs in Class-9EGB “G”	41
Figure 12 Songs help to understand emotions-9EGB “G”	42
Figure 13 Motivation with songs-9EGB “G”	43
Figure 14 Songs help to understand tone/attitude-9EGB “G”	44
Figure 15 Pronunciation improvement-9EGB “G”	45
Figure 16 Songs and emotions -9EGB “G”	46
Figure 17 Word Comprehension in Songs-9EGB “G”	47
Figure 18 Relating lyrics to emotions-9EGB “G”	48
Figure 19 Reflection on message or intention-9EGB “G”	49
Figure 20 Wish for more songs in class-9EGB “G”	50

CHAPTER I

I. PROBLEM

1.1 Research Problem

During the pre-professional internship period, it has been noticed that 9no año of Educación General Básica at Unidad Educativa Ibarra face significant difficulties in developing listening comprehension skills in English, particularly in the inference of emotions and attitudes.

1.2 Problem description

At the Unidad Educativa Ibarra, there is a significant difficulty in developing listening comprehension skills in English, particularly in inferring emotions and attitudes. This is due to the lack of resources and effective pedagogical strategies to adequately address these skills.

Although these skills are essential for effective communication, the use of auditory resources is limited and occasional. In most cases, the only auditory source is the teacher's voice, which does not provide the diversity needed to develop inferential skills such as identifying emotions and attitudes through elements such as pitch, intonation, and rhythm (Vandergrift & Goh, 2012).

Likewise, classrooms lack basic technology such as audio players, speakers or devices that allow authentic materials such as songs in English to be incorporated. This lack of resources limits students' exposure to real, dynamic auditory contexts, hindering their ability to connect learning to real world situations (Krashen, 1982). As a result, students do not fully develop their listening sensitivity and communicative competence in the English language (Brown, 2007).

The implementation of songs in English as a pedagogical resource can be an effective solution, since they integrate authentic sound elements that favor the emotional and attitudinal understanding of language (Murphey, 1992). However, this resource is not currently used systematically, leaving a gap in teaching that affects student performance in this area.

1.3 Problem delimitation

This study focuses on the 9th year of Basic Education at Unidad Educativa Ibarra, in the city of Ibarra, Imbabura, Ecuador, during the 2024-2025 school year. The problem is delimited to the lack of auditory resources and effective pedagogical strategies for developing listening comprehension skills, with a particular emphasis on inferring emotions and attitudes through the use of songs in English.

1.4 Problem formulation

1. What are the characteristics of songs in English that allow students to develop auditory inference skills?
2. How does the use of English songs impact students' ability to identify emotions and attitudes?
3. What changes are observed in students' listening comprehension after implementing song-based activities?
4. What are the students' perceptions of the use of English songs as a pedagogical resource?

II. JUSTIFICATION

Learning English has become a global necessity due to its role as an international language. In Ecuador, the teaching of English at the Educación General Básica level faces the challenge of developing comprehensive skills, including listening comprehension.

However, the ability to infer emotions and attitudes in English, which is critical for effective communication, does not receive enough attention in classrooms.

The present study is relevant because it proposes the use of songs in English as a pedagogical resource to address this deficiency. Songs, being authentic and culturally rich materials, offer students a realistic context where they can identify emotions and attitudes through elements such as tone, intonation, and rhythm. This not only improves their listening comprehension, but also strengthens their cultural sensitivity and communicative competence.

The main beneficiaries of this project will be the 9no año of Educación General Básica at Unidad Educativa Ibarra, who will have the opportunity to learn English in a dynamic and contextualized way. Indirectly, teachers will also benefit from having innovative strategies to improve their pedagogical practice.

The viability of the project is high, as it uses accessible resources such as songs available on free platforms and does not require a significant investment in infrastructure. This approach is not only practical, but also replicable in other educational contexts, expanding its potential impact at the local and regional levels.

III. BACKGROUND

3.1. Definition of Study Variables:

- English Songs: Authentic auditory resources that contain pitch, rhythm, and intonation.
- Listening comprehension: Ability to interpret auditory information and emotional elements.
- Inference of emotions and attitudes: Ability to interpret feelings and postures implicit in an auditory message.

3.2. Synthesis of Similar Studies:

Previous studies have shown that the use of songs facilitates vocabulary retention and improves listening comprehension skills (Murphey, 1992).

Research conducted by Mora (2000) suggests that the prosodic elements of songs help develop skills to identify emotions.

3.3. Theory Base for Research:

The theory of emotional intelligence (Goleman, 1995) supports the importance of identifying emotions in language to improve interpersonal communication.

The communicative approach to language learning emphasizes the use of authentic materials such as songs to improve language proficiency.

IV. OBJETIVES

4.1 Objective General

Develop in 9no año of Educación General Básica at Unidad Educativa Ibarra the ability to identify emotions and attitudes through listening comprehension of songs in English, analyzing elements such as tone, intonation and rhythm.

4.2 Objectives Specifics

1. Identify the characteristics of English songs (tone, intonation, rhythm) that allow inferring emotions and attitudes.
2. Apply listening activities with songs in English to facilitate the identification of emotions and attitudes in students.
3. Evaluate students' ability to identify emotions and attitudes in songs and analyze their perceptions about this resource.

V. HYPOTHESES OR GUIDING QUESTIONS

The use of English songs significantly improves students' ability to infer emotions and attitudes through listening comprehension.

Questions:

1. What elements of English songs favor the inference of emotions and attitudes?
2. How does the perception of students change towards learning English through songs?

CHAPTER I: THEORICAL FRAMEWORK

This chapter aims to highlight the essential information that supports this research, **“Using songs to develop the ability to infer emotions and attitudes in 9no año of Educación General Básica at Unidad Educativa Ibarra”**.

1.1 Language Teaching

Language teaching has undergone a meaningful change in recent years. The current approach has shifted from traditional methods based on grammar and translation to more communicative and interactive approaches, which focus on communicative competence and meaningful interaction.

1.1.1 Methods and approaches

Communicative Approach

The Communicative Approach, according to Savignon (2002), emphasizes the practical use of language in real communication situations. This approach seeks to develop students' communicative competence, i.e., the ability to use the language effectively in different contexts. Songs, as authentic resources, align perfectly with this approach, as they allow students to interact with the language naturally, listening to its variations and nuances. According to Thornbury (2006), songs help students understand the literal meaning of words and the emotional intentions and subtext that are often important in actual communication.

Task-Based Approach

The Task-Based Approach (Ellis, 2003) also aligns with using songs in the classroom. This approach focuses on learning through the completion of tasks that simulate real-life situations, such as listening to a song to fill in a blank or identifying the emotional tone of the lyrics. Songs provide an excellent platform for these assignments, as students can interact with the content creatively and meaningfully. Nunan (2004) states that using authentic tasks,

such as those based on songs, can help students develop their language skills and their ability to interpret emotions and attitudes through language.

1.1.2 Songs as a pedagogical tool

Songs are versatile tools that connect linguistic and emotional aspects. According to Murphey (1992 a), they offer a realistic and attractive context for learning, helping students understand grammatical structures, vocabulary, and emotions simultaneously.

Development of language skills: They naturally improve vocabulary, pronunciation, and grammar.

Emotional inference: Songs play a crucial role in helping students identify and interpret emotions through tones, rhythms, and lyrics. This enhances their language skills and emotional intelligence, making them more aware and sensitive to the nuances of communication.

Cultural connection: The cultural connection is a fundamental pillar, as songs offer an authentic glimpse into the diverse sociocultural contexts of the target language. This tool is motivating because it gives English a real and applicable meaning. Students are motivated because they are no longer memorizing random words; instead, they are actively deciphering messages, stories, idioms, and emotions that reflect a culture they find interesting. This process makes learning relevant, exciting, and useful, fostering the desire to master the language in order to fully understand that culture or to truly decipher the message the song conveys.

1.2 Teaching techniques

Using songs to teach English, especially in listening comprehension activities, requires specific pedagogical techniques promoting active learning.

1.2.1 Techniques for Incorporating Songs into Listening Comprehension

Songs can improve students' listening comprehension, mainly when used appropriately.

Some of the most effective techniques include:

Listen and Complete: Students listen to a song and fill in the missing words. This exercise helps them focus on specific details of pronunciation and vocabulary.

Identifying emotions: Students listen to a song and must identify the emotions conveyed through tone, rhythm, and lyrics. This activity helps students develop emotional inference skills.

Discussion of the song's content: After listening, students discuss the message and emotions conveyed in the lyrics. This activity promotes critical reflection on the emotional content of songs and how these emotions are communicated through language.

Lyrical analysis: Students interpret lyrics and discuss implicit messages. This allows them to develop critical and communicative skills (Lems, 2018).

These techniques help students improve their listening comprehension, engage more deeply with the language, and develop emotional inference skills, essential for understanding the implicit message conveyed through the speakers' tone and intonation.

1.3 Language acquisition

Language acquisition involves several cognitive, affective, and social factors. The process of learning a second language is complex. It depends on exposure to new words or grammatical structures and how students relate emotionally to the language.

1.3.1 English as a Foreign Language in Ecuador

Learning English as a Foreign Language (EFL) presents particular challenges, mainly when English is not spoken as a native language. According to Richards & Rodgers (2014),

EFL students often face pronunciation and oral production difficulties due to phonological differences between their native language and English. These difficulties are reflected in auditory understanding and the ability to identify emotions through variations in tone and intonation.

According to the EF English Proficiency Index (2022), Ecuador is at a low level of English proficiency compared to other Latin American countries. This highlights the urgent need to innovate teaching methods. Using songs as a pedagogical resource can significantly improve listening skills, helping students understand the language more naturally and efficiently.

1.4 Common European Framework of Reference (CEFR)

The CEFR highlights skills related to emotional inference in listening at levels A2 and B1. According to the Council of Europe (2020a), these skills include recognizing intentions and emotions in everyday interactions, which can be reinforced with songs.

The Common European Framework of Reference for Languages (CEFR) is a fundamental document that sets international language teaching, learning, and assessment standards. It provides descriptors that define what students should be able to do at each level of language proficiency (Council of Europe, 2020b).

In listening comprehension, the CEFR emphasizes specific skills for interpreting messages, emotions, and communicative intentions. These aspects directly apply to using songs as a pedagogical tool. For example:

Level A2: Students should be able to "understand frequent phrases and vocabulary on topics of personal interest" and "grasp the main idea of short, clear messages."

Level B1: Students are expected to "understand the main ideas of clear texts on everyday topics related to work, school or leisure".

These descriptors highlight the importance of developing the ability to understand literal language and interpret implicit nuances, such as emotions and attitudes expressed through tone and intonation.

In addition, the CEFR underlines the development of pragmatic competence, which includes the ability to interpret implicit meanings and communicative intentions. This competence is essential for students to identify emotions and attitudes in oral communication situations. English songs offer an ideal context for practicing these skills, as lyrics often include implicit meanings and express many emotions.

Integrating CEFR guidelines into educational planning helps structure students' progress in listening comprehension. Activities such as analysing song lyrics or identifying emotions through pitch and rhythm are aligned with the objectives set in levels A2 and B1, allowing for meaningful and contextualised learning.

Therefore, the CEFR becomes an essential framework to support using songs as a resource to improve students' ability to infer emotions and attitudes in the 9no año EGB . It provides a structured and internationally recognized perspective.

1.5 Listening competence

Listening competence is one of the key skills in language learning, being a complex process that goes beyond mere hearing. This skill involves understanding the literal meaning of what is said and interpreting the implicit emotions and attitudes communicated through tone and intonation.

Listening competence requires comprehending words and interpreting emotional and contextual nuances. Vandergrift (2007) points out that this ability is crucial for effective communication.

1.5.1 Inference of emotions and attitudes

Songs help students identify emotions and attitudes through pitch and intonation. According to Brown (2007), this skill is essential to understand implicit meanings in communication.

1.5.2 Pedagogical strategies for emotional inference

To help students learn how to decipher the emotions and attitudes in music, we apply strategies that push them to practice active listening. This means the student must truly pay attention and not just hear the song. The goal is for them to go beyond the literal meaning of the lyrics so they can understand the emotional, hidden message within the song. This is key for achieving a total understanding of what the artist intends to communicate.

Emotional Mapping

This technique seeks to establish a direct connection between the vocabulary of the lyrics and the feeling expressed by the artist. The objective is to ensure that students associate keywords with emotions.

Tonal analysis

They identify changes in pitch and rhythm in specific songs.

It focuses on voice traits (rhythm, pitch, and volume). The student learns that these non-verbal elements are as important as words themselves, as they directly communicate the speaker's mood or communicative intent. Fernández (2014) points out that prosodic aspects are the first associations between form and meaning that speakers make, demonstrating that intonation can determine the transmission of the message and its pragmatic nuances.

1.6 Impact of songs on learning

Songs significantly impact English learning, especially in improving listening comprehension and memory. According to Thompson (2001), using songs in the classroom has many pedagogical benefits, ranging from increased motivation to improved vocabulary retention.

1.6.1 Using Songs in the Classroom

Songs provide an authentic context for language practice and, according to Slattery and Willis (2001), can significantly increase student motivation. The repetition of phrases in songs facilitates memory and allows students to become familiar with linguistic structures in an entertaining way.

1.6.1.1 Develop emotional skills

Songs also allow students to identify and analyze emotions such as sadness, happiness, or anger through tone of voice and lyrics. Halliwell (1993) notes that songs help students connect emotionally with content, making it easier to learn a language in a deeper and more meaningful way.

1.6.1.2 Vocabulary retention

According to Rohde (2012), song repetition facilitates vocabulary retention, as students better remember words presented in an emotionally significant context. This is especially useful for improving the vocabulary of 9th EGB students, who may find it challenging to remember English words due to the lack of authentic exposure.

1.6.1.3 Songs as motivation in the classroom

Motivation is key to success in learning a language, and songs are an excellent tool to increase participation in the classroom. (Slattery & Willis, 2001) state that songs offer an entertaining and engaging way to learn, which increases students' interest and engagement with the language

1.6.1.4 The role of listening in the classroom

In traditional teaching, listening activities often focus on identifying keywords or phrases. However, the use of authentic resources such as songs enriches this practice. The songs provide a realistic environment that exposes students to the language and sparks their interest and motivation. This is especially relevant in contexts with limited resources, as songs are accessible and effective (Murphey, 1992b).

Using songs in the classroom also promotes a meaningful emotional experience for students. According to Graham and Santos (2015), these activities promote sustained attention, essential for improving listening comprehension.

CHAPTER II METHODOLOGY

The research adopted a mixed-methods approach, combining qualitative and quantitative methods to address the proposed objectives. The use of qualitative techniques allowed for a deep understanding of students' perceptions regarding the learning of emotions and attitudes through songs, while the quantitative approach facilitated the objective evaluation of progress in listening comprehension.

2.1 Type of research

The research was applied and educational in nature, as it was oriented toward resolving a specific problem within the school context. A mixed-methods approach was used, integrating qualitative and quantitative methods to analyze both the perceptions and the results of the students following the implementation of listening comprehension activities based on songs in English (Creswell & Plano Clark, 2017).

2.2 Research Methods, Techniques, and Instruments

Descriptive Method: Employed to characterize the features of the songs and define the structure of the pedagogical activities.

Experimental Method: Used to assess the impact of the pedagogical intervention on the development of students' listening comprehension skills.

Analytical Method: Applied to interpret the collected data and contrast it with the established research objectives.

2.2. 1 Techniques and Instruments:

- **Mixed-type Questionnaires:** Instruments featuring both open-ended and closed-ended questions were designed to capture quantitative (statistical) and qualitative (perceptual) data.

- **Structured Observation:** Systematically conducted in the classroom to record students' reactions and attitudes during the intervention.
- **Learning Portfolios:** Implemented as a monitoring tool for students to document their personal progress and reflect on their achievements in listening activities.

Quantitative Techniques

The quantitative techniques are based on two key moments to determine the development level of listening inference:

- **Initial Diagnostic Phase (Pre-test):** A first evaluation is administered before starting the proposed activities. The purpose is to record the students' baseline, identifying their specific strengths and weaknesses when interpreting non-explicit meanings in oral messages.
- **Final Measurement Phase (Post-test):** Following the implementation of the intervention activities, a second evaluation with similar characteristics is conducted. This measurement aims to capture the changes that occurred in the students' inference skills.
- **Results Contrast and Analysis:** The final phase consists of a direct comparison of the results obtained in both tests. Through this comparative analysis, the progress achieved can be objectively quantified, determining to what extent the activities contributed to the strengthening of inferential listening comprehension.

Qualitative Techniques

The qualitative approach focused on a deep understanding of the learning processes and the students' subjective experiences, utilizing the following instruments:

Structured Observation

This was conducted using an observation guide that allowed for the systematic identification and recording of behavior patterns, participation levels, and immediate responses during the activities. This technique facilitated the capture of attitudinal nuances and real-time difficulties that numerical measurements could not record.

Open-Ended Questionnaires

Free-response instruments were administered to gather the students' opinions, perceptions, and personal experiences regarding the use of songs as a pedagogical tool. Through this technique, a detailed narrative was obtained on how students perceived their own progress and which elements of the strategy were most significant to them.

Learning Portfolios

These were used as a longitudinal monitoring tool where students compiled evidence of the activities performed. The portfolio functioned not only as a record of assignments but also as a space for self-reflection, where each student expressed their learning in a personalized way, allowing for the evaluation of the evolution of critical thinking and inferential capacity from an individual perspective.

Here is the translation into English, keeping the past tense to indicate that these instruments have already been used:

2.2.2 Instruments

The following instruments were used for the development of this study:

- **Mixed questionnaires:** These were used to collect quantitative and qualitative data regarding the students' perceptions and progress.

- **Portfolios:** These served as the key tool for monitoring the individual development of the students.
- **Evaluation rubrics:** Specific rubrics were used, designed to measure listening inference by assessing fundamental aspects such as tone, emotion, and context.
- **Structured observation guides:** These allowed for the systematic recording of relevant data concerning classroom interactions.
- **Audio recordings:** Songs with thematic and linguistic content appropriate for 9no año EGB students were selected and utilized.

2.3 Research Questions

1. What effect will the use of songs in English have on the ability to infer emotions and attitudes in 9no año students?
2. How will students perceive the use of songs in learning English?
3. What specific characteristics of the songs (rhythm, pitch, lyrics) will be most effective in developing listening skills?
4. What results will be obtained by comparing listening skills before and after implementing activities with songs?

2.4 Scope and Research Sample

The research followed a descriptive and experimental approach, which allowed for the analysis of both the initial context and the results of the applied activities. The sample consisted of approximately 70 students from the 9no EGB (Groups G and H) Unidad Educativa Ibarra, who were selected through purposive sampling based on their availability and academic level.

2.5 Data Analysis Procedure

The data analysis was carried out in several phases:

Data Collection:

- Questionnaires were administered before and after the intervention.
- Structured observations were conducted during classroom activities.
- Student activity portfolios were reviewed.

Qualitative Analysis: A thematic analysis of the open-ended questionnaire responses and observations was performed to identify recurring patterns.

Quantitative Analysis: Descriptive statistics (percentages and averages) were used to evaluate the results of the diagnostic and final tests.

Data Integration: Qualitative and quantitative findings were combined, which provided a comprehensive view of the impact of songs on student learning.

CHAPTER III: ANALYSIS OF RESULTS

This chapter presents and analyzes the results obtained from the surveys applied to students in the ninth year of Basic General Education, specifically to the 9th 'G' (n=34) and 9th 'H' (n=35) grades, of the "Ibarra" Educational Unit. The objective was to evaluate the effectiveness of the use of songs in the development of the ability to infer emotions and attitudes in the English language.

3.1 Student Survey Results

Below are the results obtained in each course separately.

Results of the 9th H course

Question 1: Using Songs in Class-9EGB "H"

Table No.1

Table 1 Using Songs in Class

Option	Frequency	Percentage
Nothing	1	2.9%
Little	3	8.6%
Moderately	10	28.6%
A lot	12	34.3%
Much	9	25.7%

Note. Own elaboration.

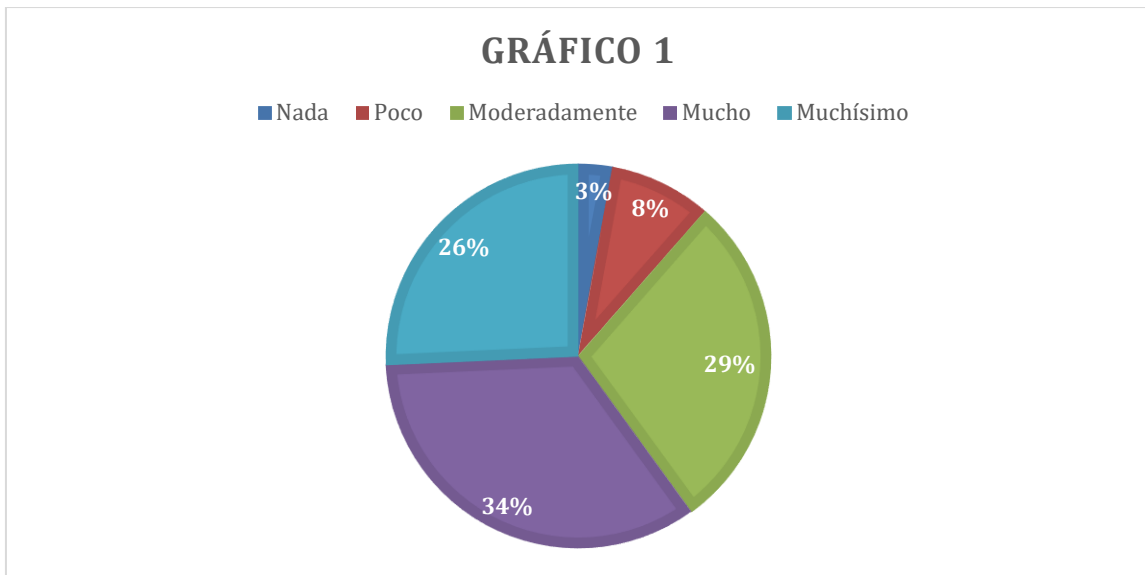


Figure 1 Using Songs in Class

Graphic No.1 Source: The researcher.2025

The data show that in the question "Use of songs in class", students in the 9th H course reflect a predominantly positive perception. This suggests that the use of songs significantly influences their ability to understand emotions and attitudes in English texts.

Question 2: Songs help to understand emotions.

Table No.2

Table 2 Songs help to understand emotions

Option	Frequency	Percentage
Nothing	0	0.0%
Little	2	5.7%
Moderately	8	22.9%
A lot	15	42.9%
Much	10	28.6%

Note. Own elaboration.

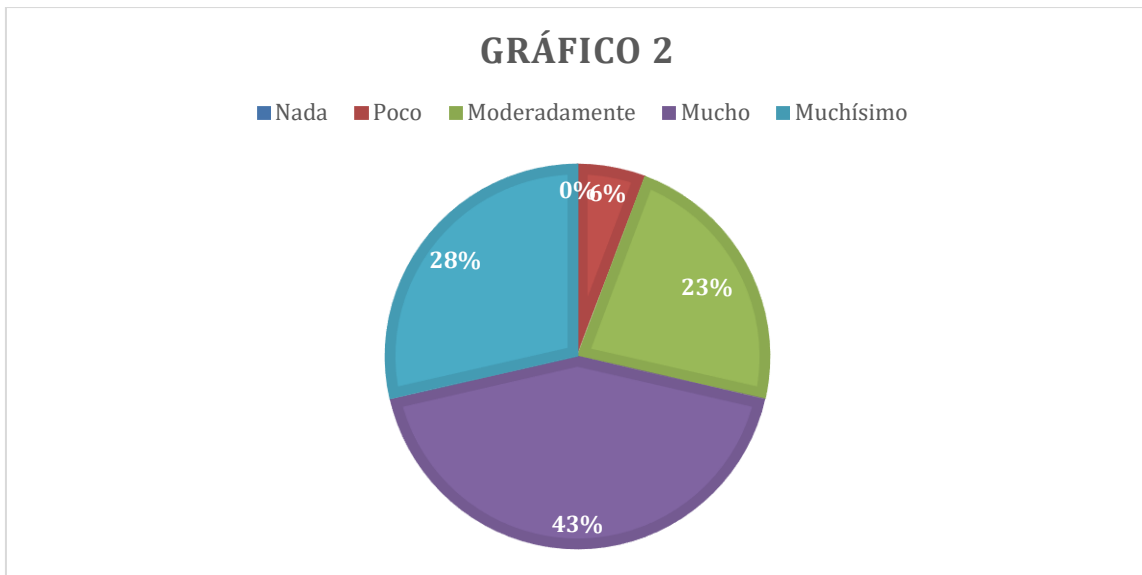


Figure 2 Songs help to understand emotions

Graphic No.2 Source: The researcher.2025

The data show that in the question "Songs help to understand emotions", students in the 9th H course reflect a predominantly positive perception. This suggests that the use of songs significantly influences their ability to understand emotions and attitudes in English texts.

Question 3: Motivation with songs

Table 3 Motivation with songs

Option	Frequency	Percentage
Nothing	1	2.9%
Little	4	11.4%
Moderately	10	28.6%
A lot	12	34.3%
Much	8	22.9%

Note. Own elaboration.

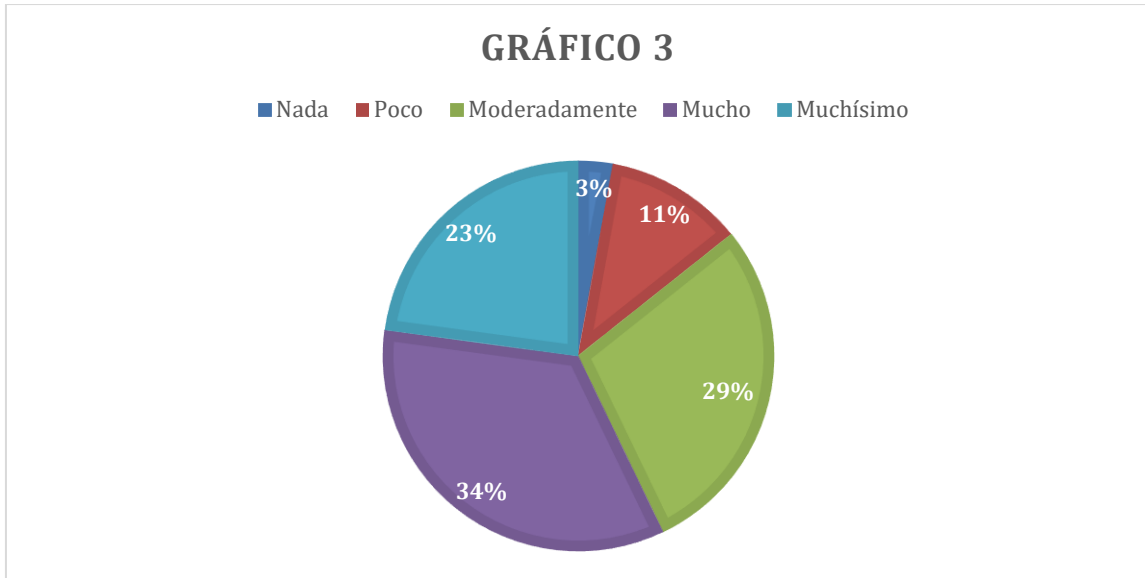


Figure 3 Motivation with songs

Graphic No.3 Source: The researcher.2025 1

The data show that in the question "Motivation with songs", students in the 9no año EGB reflect a predominantly positive perception. This suggests that the use of songs significantly influences their ability to understand emotions and attitudes in English texts.

Question 4: Songs help to understand tone/attitude.

Table 4 Songs help to understand tone/attitude

Option	Frequency	Percentage
Nothing	2	5.7%
Little	2	5.7%
Moderately	9	25.7%
A lot	12	34.3%
Much	10	28.6%

Note. Own elaboration.

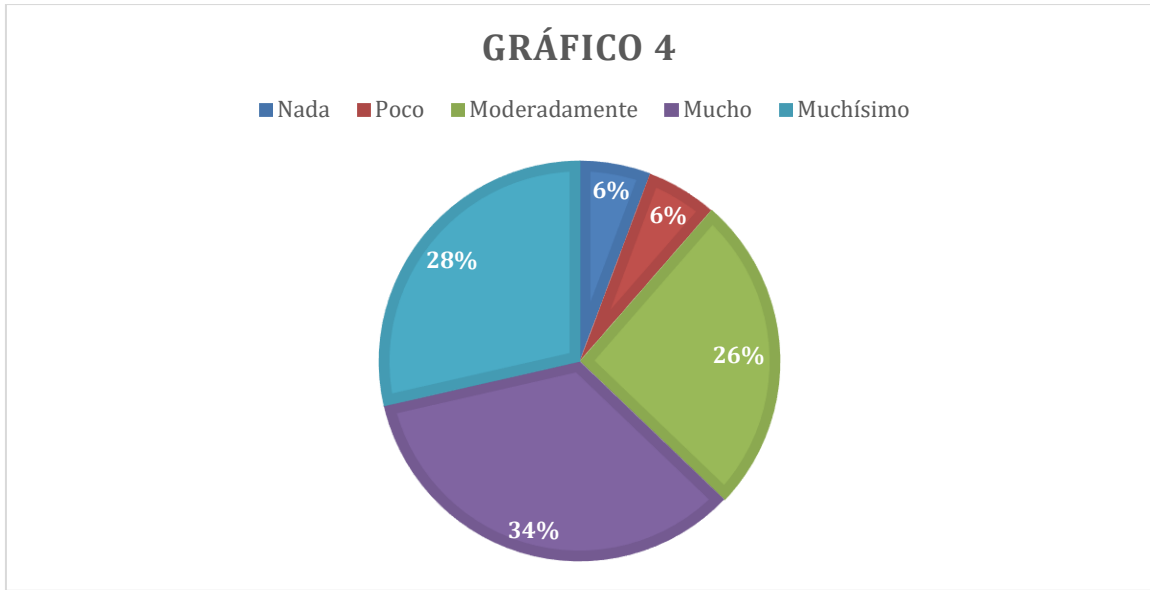


Figure 4 Songs help to understand tone/attitude

Graphic No.4 Source: The researcher.2025

The data show that in the question "Songs help to understand tone/attitude", students in the 9no an EGB reflect a predominantly positive perception. This suggests that the use of songs significantly influences their ability to understand emotions and attitudes in English texts.

Question 5: Pronunciation improvement

Table 5 Pronunciation improvement

Option	Frequency	Percentage
Nothing	1	2.9%
Little	5	14.3%
Moderately	11	31.4%
A lot	10	28.6%
Much	8	22.9%

Note. Own elaboration.

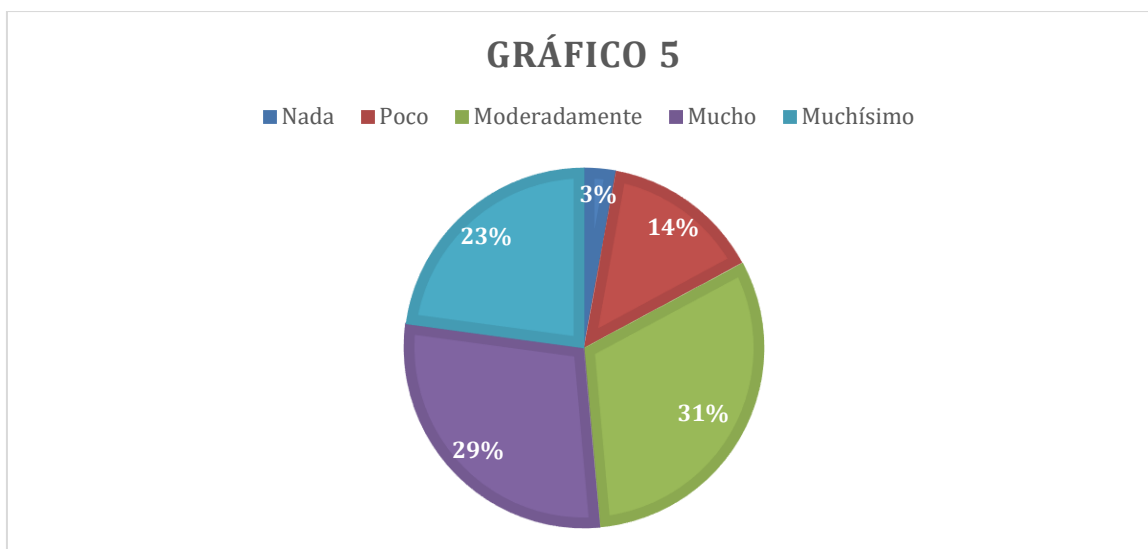


Figure 5 Pronunciation improvement

Graphic No.5 Source: The researcher.2025

The data show that in the question "Improvement in pronunciation", students in the 9th H course reflect a predominantly positive perception. This suggests that the use of songs significantly influences their ability to understand emotions and attitudes in English texts.

Question 6: Songs and emotions (joy, sadness...)

Table 6 Songs and emotions

Option	Frequency	Percentage
Nothing	0	0.0%
Little	3	8.6%
Moderately	10	28.6%
A lot	12	34.3%
Much	10	28.6%

Note. Own elaboration.

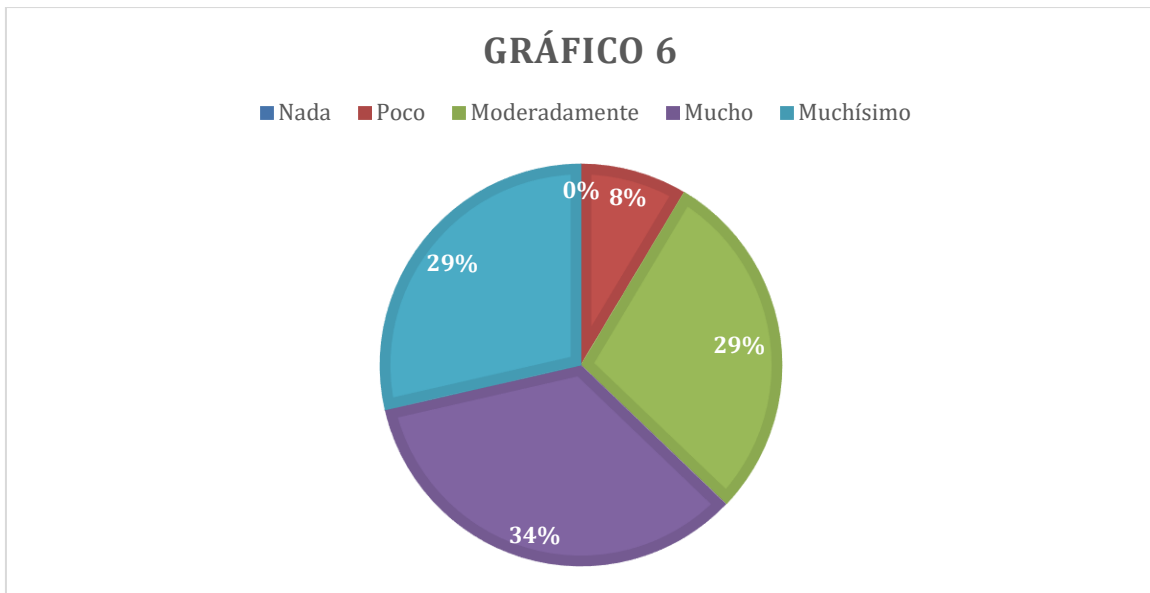


Figure 6 Songs and emotions

Graphic No.6 Source: The researcher.2025

The data show that in the question "Songs and emotions (joy, sadness...)", students in the 9no año EGB reflect a positive perception. This suggests that the use of songs significantly influences their ability to understand emotions and attitudes in English texts.

Question 7: Word Comprehension in Songs

Table No.7

Table 7 Word Comprehension in Songs

Option	Frequency	Percentage
Nothing	1	2.9%
Little	3	8.6%
Moderately	9	25.7%
A lot	13	37.1%
Much	9	25.7%

Note. Own elaboration.

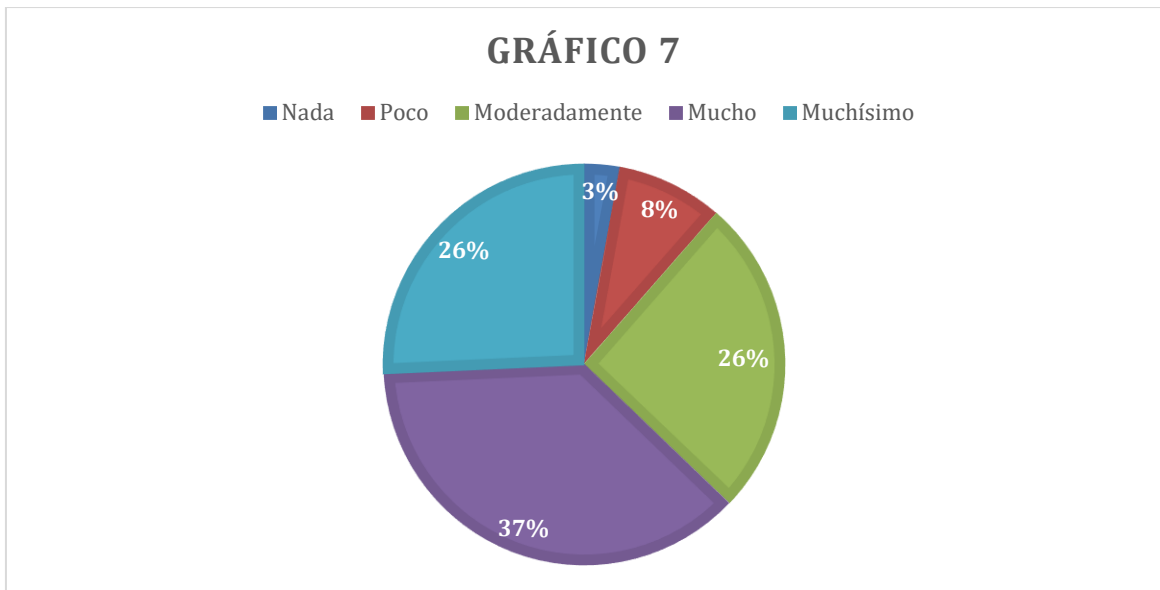


Figure 7 Word Comprehension in Songs

Graphic No.7 Source: The researcher.2025

The data show that in the question "Comprehension of words in songs", students in the 9th H course reflect a predominantly positive perception. This suggests that the use of songs significantly influences their ability to understand emotions and attitudes in English texts.

Question 8: Relating lyrics to emotions.

Table 8 Relating lyrics to emotions

Option	Frequency	Percentage
Nothing	0	0.0%
Little	2	5.7%
Moderately	8	22.9%
A lot	15	42.9%
Much	10	28.6%

Note. Own elaboration.

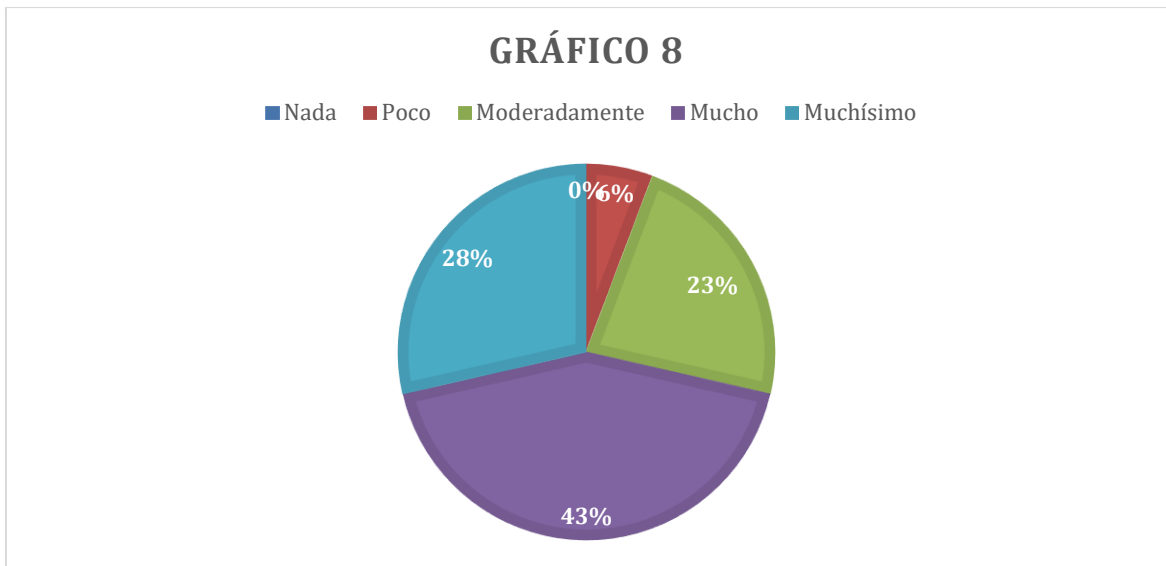


Figure 8 Relating lyrics to emotions

Graphic No.8 Source: The researcher.2025

The data show that in the question "Relating letter to emotions", students in the 9no año EGB reflect a positive perception. This suggests that the use of songs significantly influences their ability to understand emotions and attitudes in English texts.

Question 9: Reflection on message or intention

Table 9 Reflection on message or intention

Option	Frequency	Percentage
Nothing	2	5.7%
Little	2	5.7%
Moderately	8	22.9%
A lot	12	34.3%
Much	11	31.4%

Note. Own elaboration.

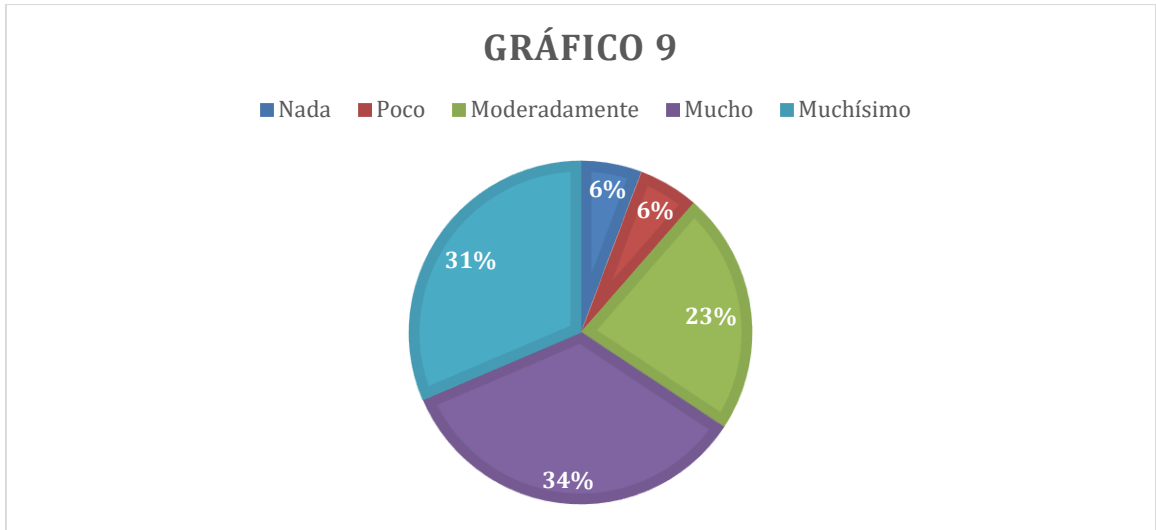


Figure 9 Reflection on message or intention

Graphic No.9 Source: The researcher.2025

The data show that in the question "Reflection on message or intention", students in the 9th H course reflect a predominantly positive perception. This suggests that the use of songs significantly influences their ability to understand emotions and attitudes in English texts.

Question 10: Wish for more songs in class.

Table 10 Wish for more songs in class

Option	Frequency	Percentage
Nothing	0	0.0%
Little	1	2.9%
Moderately	6	17.1%
A lot	14	40.0%
Much	14	40.0%

Note. Own elaboration.

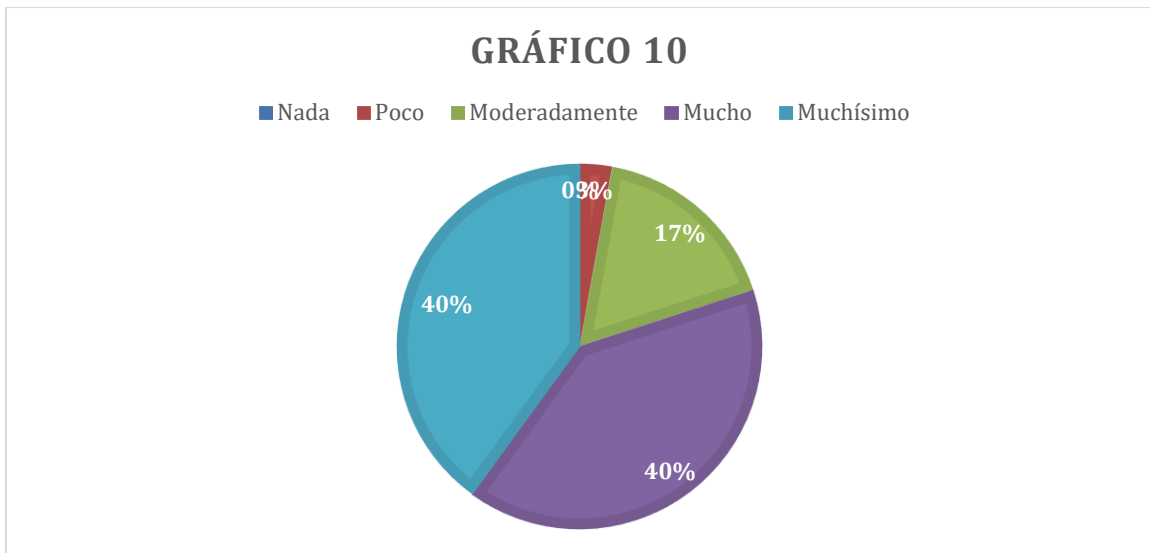


Figure 10 Wish for more songs in class

Graphic No.10 Source: The researcher.2025

The data show that in the question "Wish for more songs in class", students in the 9th H course reflect a predominantly positive perception. This suggests that the use of songs significantly influences their ability to understand emotions and attitudes in English texts.

Results of the 9th G course

Question 1: Using Songs in Class-9EGB "G"

Table 11 Using Songs in Class-9EGB "G"

Option	Frequency	Percentage
Nothing	2	5.9%
Little	4	11.8%
Moderately	9	26.5%
A lot	11	32.4%
Much	8	23.5%

Note. Own elaboration.

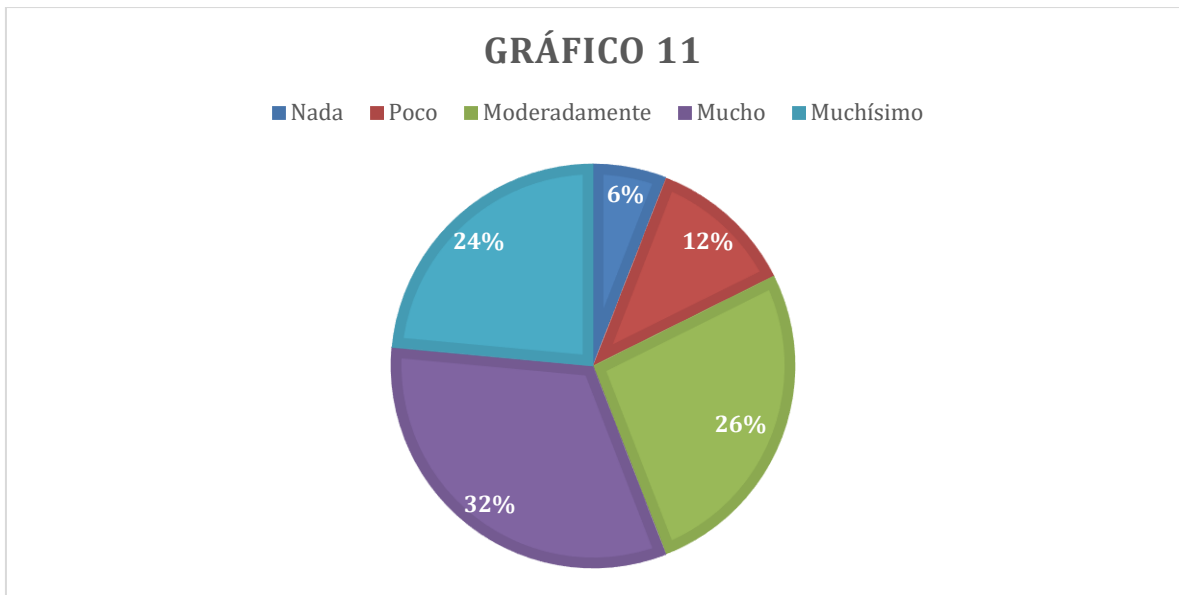


Figure 11 Using Songs in Class-9EGB “G”

Graphic No.11 Source: The researcher.2025

The data show that in the question "Use of songs in class", students in the 9no año EGB “G” reflect a positive perception. This suggests that the use of songs significantly influences their ability to understand emotions and attitudes in English texts.

Question 2: Songs help to understand emotions-9EGB “G.”

Table 12 Songs help to understand emotions-9EGB “G”

Option	Frequency	Percentage
Nothing	1	2.9%
Little	3	8.8%
Moderately	7	20.6%
A lot	13	38.2%
Much	10	29.4%

Note. Own elaboration.

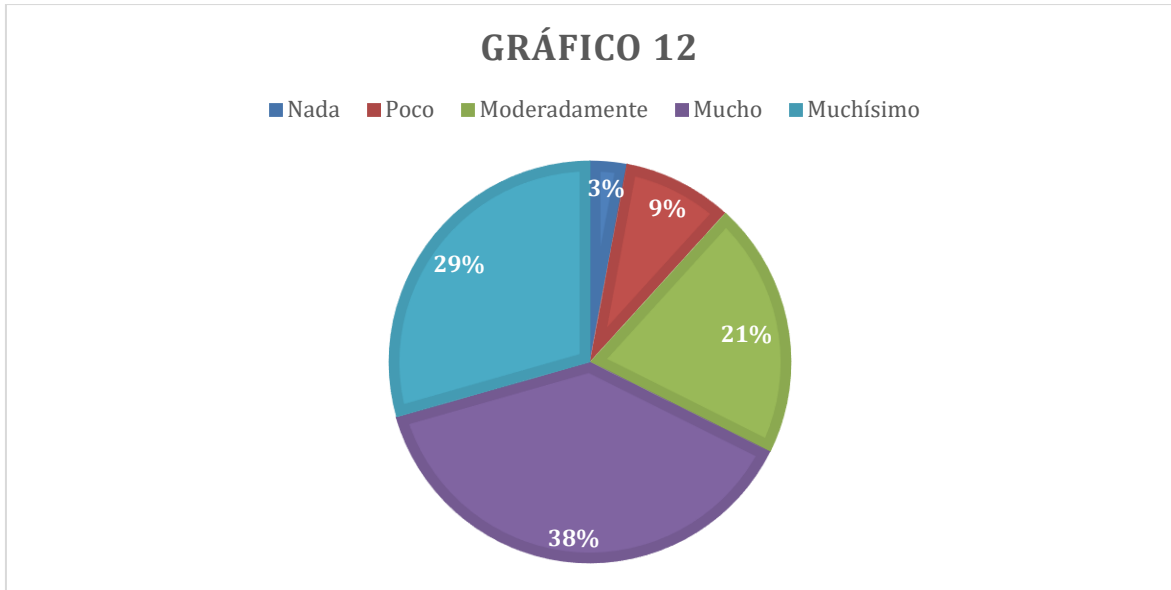


Figure 12 Songs help to understand emotions-9EGB “G”

Graphic No.12 Source: The researcher.2025

The data show that in the question "Songs help to understand emotions", students in the 9no año EGB “G” reflect a positive perception. This suggests that the use of songs significantly influences their ability to understand emotions and attitudes in English texts.

Question 3: Motivation with songs-9EGB “G”

Table 13 Motivation with songs-9EGB “G”

Option	Frequency	Percentage
Nothing	1	2.9%
Little	5	14.7%
Moderately	10	29.4%
A lot	11	32.4%
Much	7	20.6%

Note. Own elaboration.

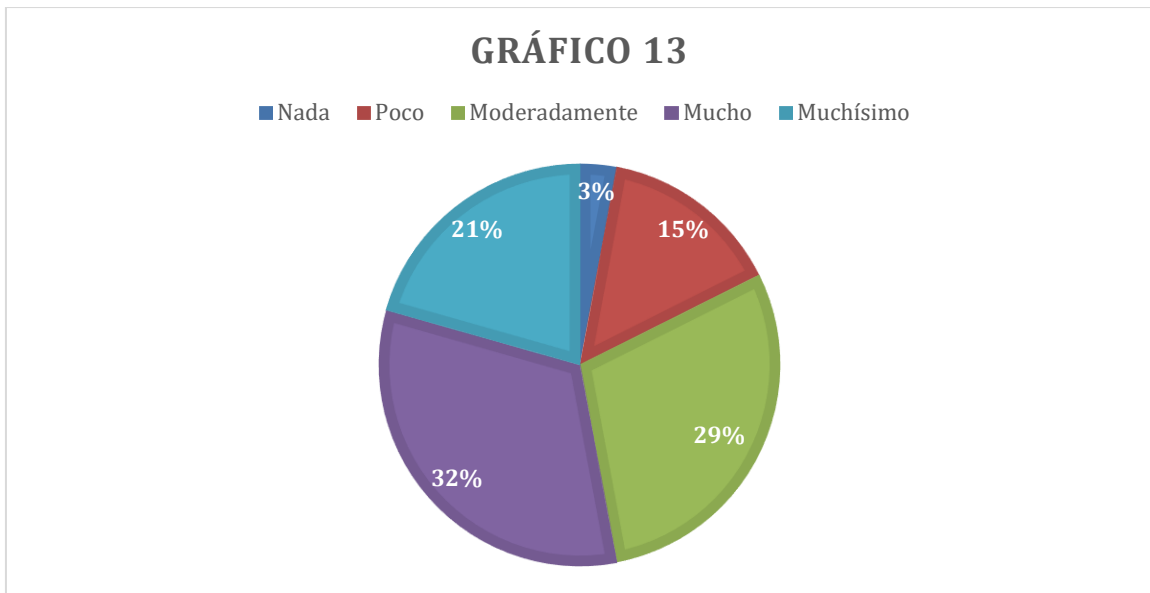


Figure 13 Motivation with songs-9EGB “G”

Graphic No.13 Source: The researcher.2025

The data show that in the question "Motivation with songs", students in the 9no año EGB “G” reflect a positive perception. This suggests that the use of songs significantly influences their ability to understand emotions and attitudes in English texts.

Question 4: Songs help to understand tone/attitude-9EGB “G.”

Table 14 Songs help to understand tone/attitude-9EGB “G”

Option	Frequency	Percentage
Nothing	2	5.9%
Little	3	8.8%
Moderately	8	23.5%
A lot	11	32.4%
Much	10	29.4%

Note. Own elaboration.

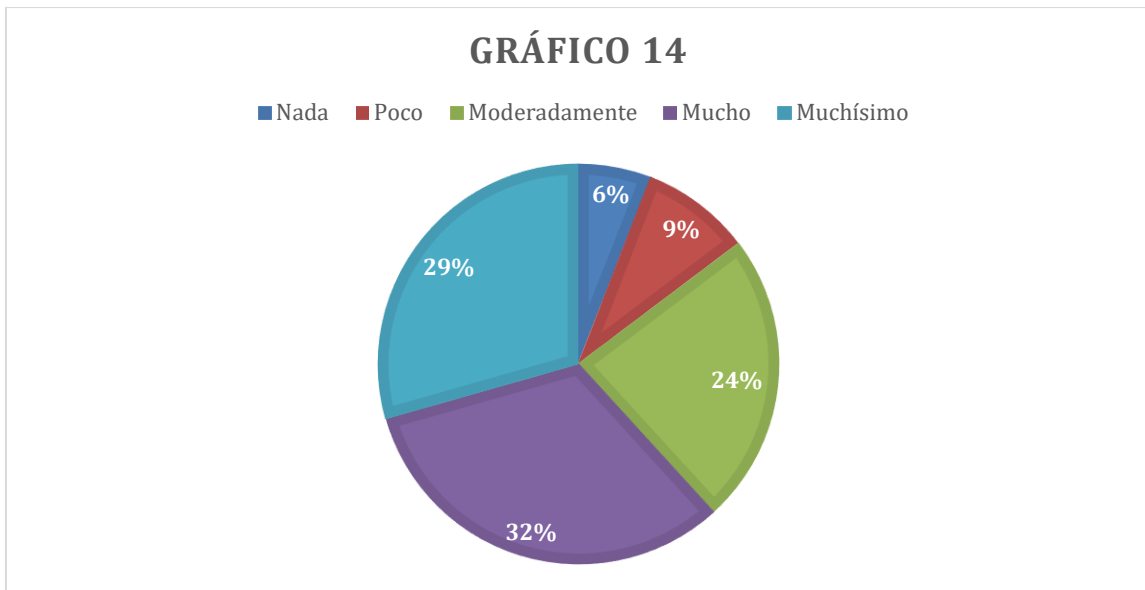


Figure 14 Songs help to understand tone/attitude-9EGB “G”

Graphic No.14 Source: The researcher.2025

The data show that in the question "Songs help to understand tone/attitude", students in the 9no año EGB “G” reflect a positive perception. This suggests that the use of songs significantly influences their ability to understand emotions and attitudes in English texts.

Question 5: Pronunciation improvement-9EGB “G”

Table 15 Pronunciation improvement-9EGB “G”

Option	Frequency	Percentage
Nothing	1	2.9%
Little	6	17.6%
Moderately	10	29.4%
A lot	9	26.5%
Much	8	23.5%

Note. Own elaboration.

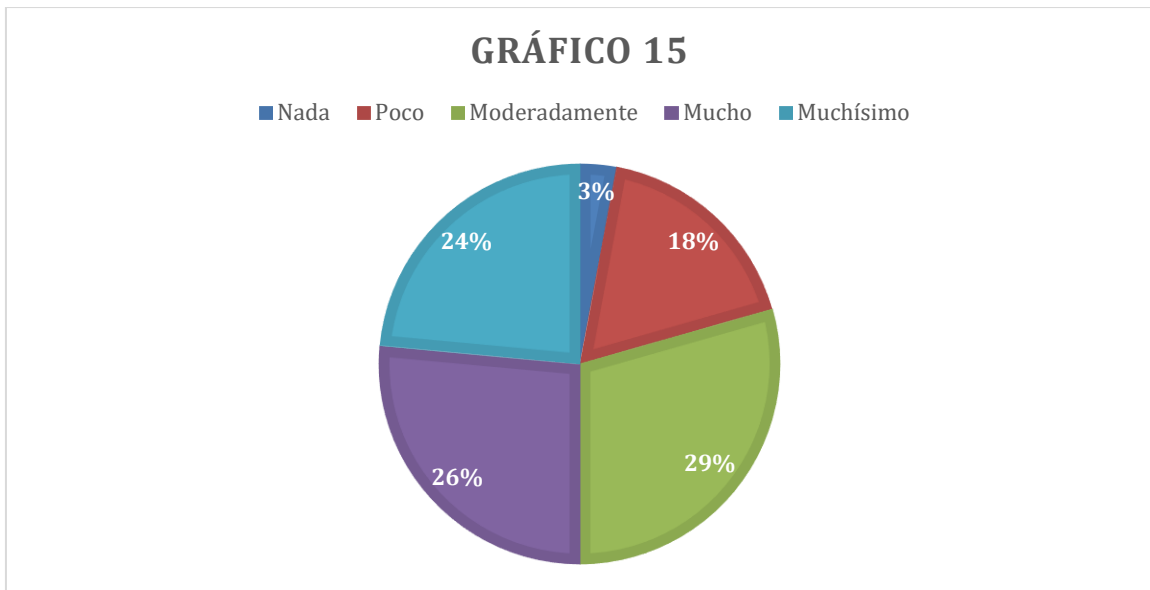


Figure 15 Pronunciation improvement-9EGB “G”

Graphic No.15 Source: The researcher.2025

The data show that in the question "Pronunciation improvement", students in the 9no año EGB “G” reflect a positive perception. This suggests that the use of songs significantly influences their ability to understand emotions and attitudes in English texts.

Question 6: Songs and emotions (joy, sadness...) -9EGB “G”

Table 16 Songs and emotions -9EGB “G”

Option	Frequency	Percentage
Nothing	0	0.0%
Little	4	11.8%
Moderately	9	26.5%
A lot	11	32.4%
Much	10	29.4%

Note. Own elaboration.

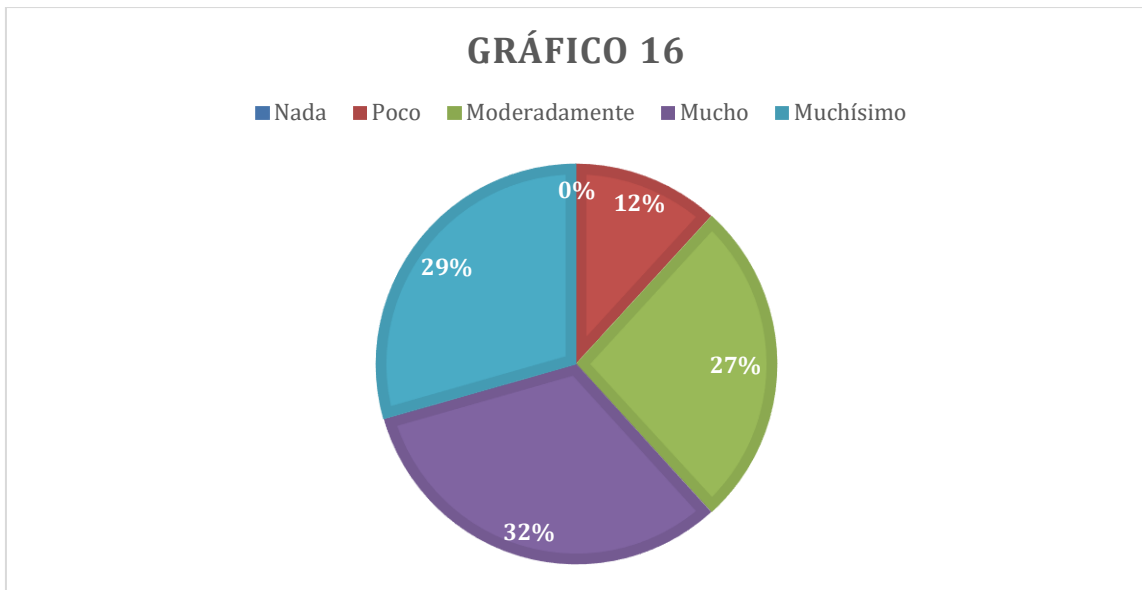


Figure 16 Songs and emotions -9EGB “G”

Graphic No.16 Source: The researcher.2025

The data show that in the question "Songs and emotions (joy, sadness...)", students in the 9no año EGB “G” reflect a positive perception. This suggests that the use of songs significantly influences their ability to understand emotions and attitudes in English texts.

Question 7: Word Comprehension in Songs-9EGB “G”

Table 17 Word Comprehension in Songs-9EGB “G”

Option	Frequency	Percentage
Nothing	2	5.9%
Little	3	8.8%
Moderately	8	23.5%
A lot	12	35.3%
Much	9	26.5%

Note. Own elaboration.

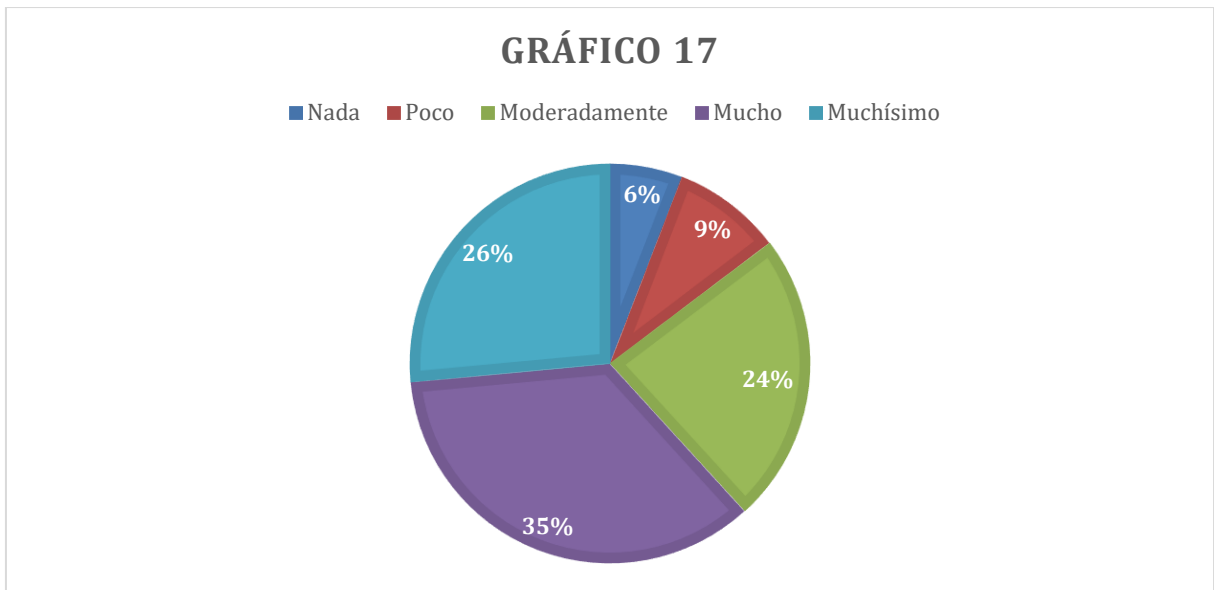


Figure 17 Word Comprehension in Songs-9EGB “G”

Graphic No.17 Source: The researcher.2025

The data show that in the question "Understanding words in songs", students in the 9no año EGB “G” reflect a positive perception. This suggests that the use of songs significantly influences their ability to understand emotions and attitudes in English texts.

Question 8: Relating lyrics to emotions-9EGB “G.”

Table 18 Relating lyrics to emotions-9EGB “G”

Option	Frequency	Percentage
Nothing	1	2.9%
Little	2	5.9%
Moderately	7	20.6%
A lot	13	38.2%
Much	11	32.4%

Note. Own elaboration.

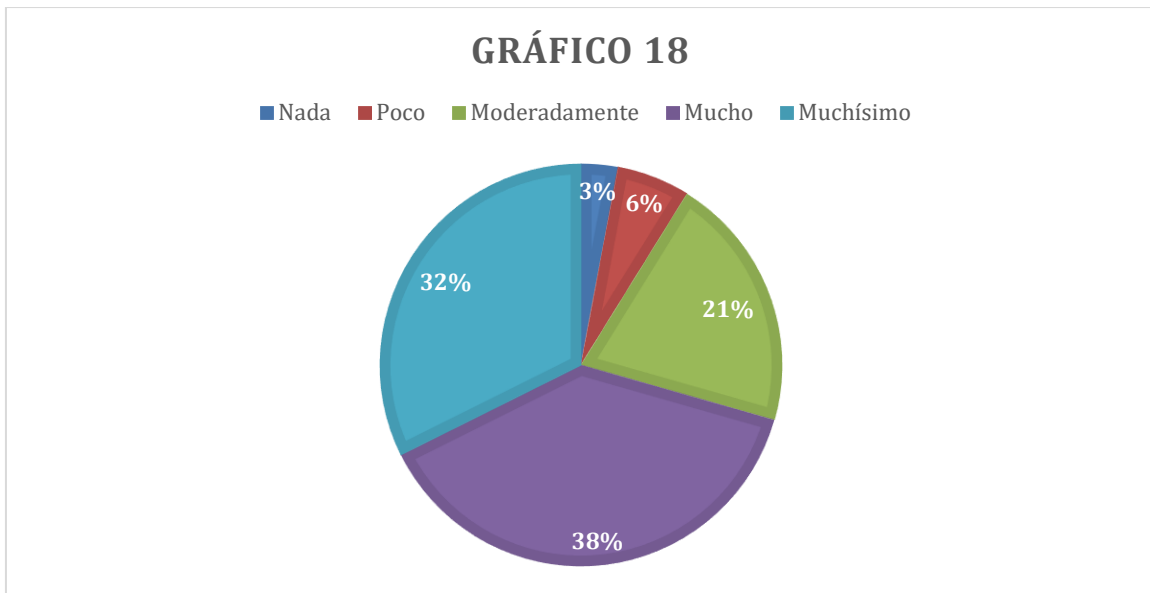


Figure 18 Relating lyrics to emotions-9EGB “G”

Graphic No.18 Source: The researcher.2025

The data show that in the question "Relating letter to emotions", students in the 9no año EGB “G” reflect a positive perception. This suggests that the use of songs significantly influences their ability to understand emotions and attitudes in English texts.

Question 9: Reflection on message or intention-9EGB “G”

Table 19 Reflection on message or intention-9EGB “G”

Option	Frequency	Percentage
Nothing	2	5.9%
Little	3	8.8%
Moderately	7	20.6%
A lot	11	32.4%
Much	11	32.4%

Note. Own elaboration.

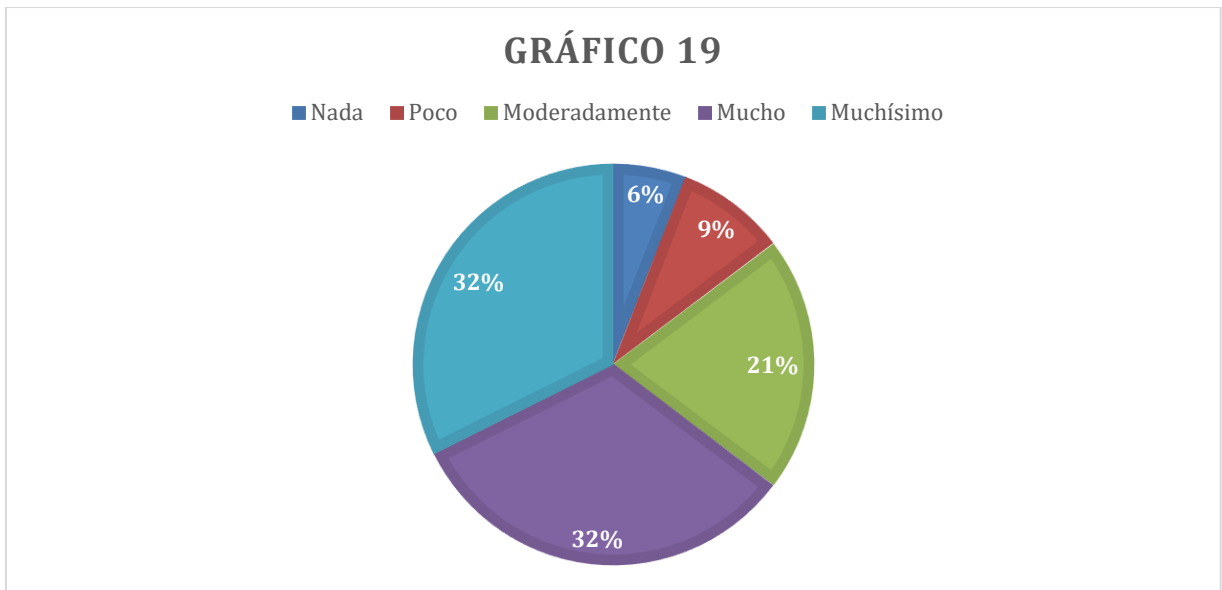


Figure 19 Reflection on message or intention-9EGB “G”

Graphic No.19 Source: The researcher.2025

The data show that in the question "Reflection on message or intention", students in the 9no año EGB “G” reflect a positive perception. This suggests that the use of songs significantly influences their ability to understand emotions and attitudes in English texts.

Question 10: Wish for more songs in class-9EGB “G.”

Table 20 Wish for more songs in class-9EGB “G”

Option	Frequency	Percentage
Nothing	1	2.9%
Little	1	2.9%
Moderately	5	14.7%
A lot	13	38.2%
Much	14	41.2%

Note. Own elaboration.

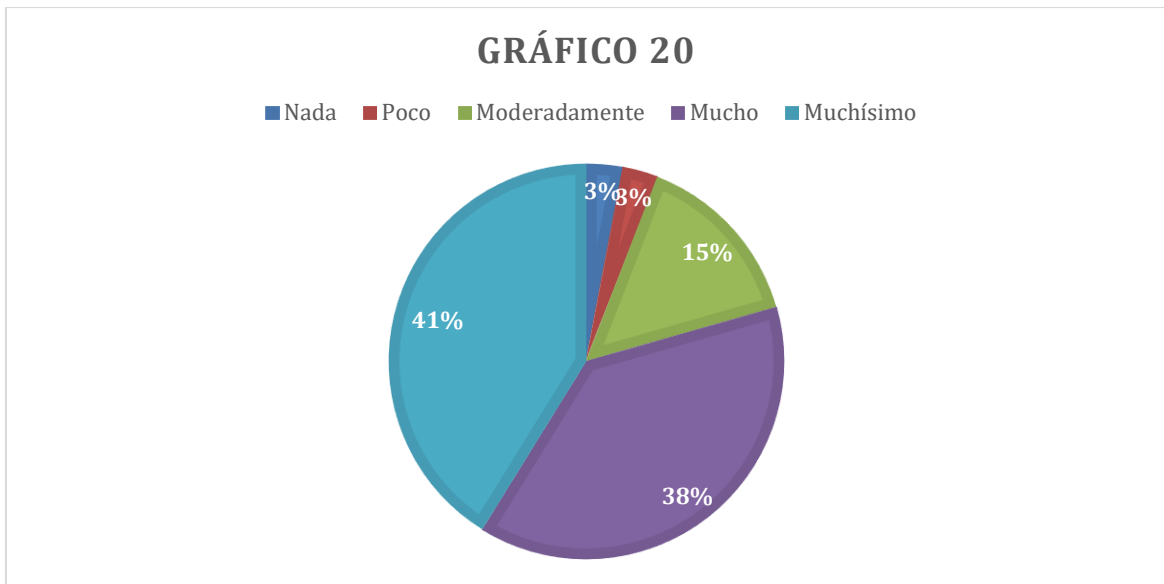


Figure 20 Wish for more songs in class-9EGB “G”

Graphic No.20 Source: The researcher.2025

The data shows that in the question "Wish for more songs in class", students in the 9no año EGB “G” reflect a positive perception. This suggests that the use of songs significantly influences their ability to understand emotions and attitudes in English texts.

3.2 Survey Results

The results of interviews with the senior official, the English coordinator, and the English teachers at the Ibarra Educational Unit are presented here.

3.2.1 Interview with High Authority

Objective: To understand the institutional perspective on the incorporation of music into the English curriculum and its perceived impact on the emotional and attitudinal development of students.

Question 1: What are your thoughts on integrating songs into the English curriculum to improve students' ability to infer emotions and attitudes?

Answer: We consider music to be a very valuable pedagogical tool. Integrating songs into the English curriculum can enrich learning by making it more dynamic and relevant to students, which, in turn, can enhance their ability to infer emotions and attitudes.

Question 2: How do you perceive the impact of musical activities on students' emotional intelligence and language development?

Answer: "We believe that musical activities have a positive and multifaceted impact. Not only do they facilitate vocabulary acquisition and improved pronunciation, but they also contribute to the development of emotional intelligence by exposing students to various sentimental expressions through lyrics and melodies."

Question 3: Are there policies that support the use of music in language teaching within the institution?

Answer: "Currently, we do not have a specific formal policy for the use of music, but we do encourage the implementation of innovative methodologies. Our teachers have the freedom to incorporate resources that they consider beneficial for the learning process."

Question 4: What resources or support does the institution provide to teachers to implement music-based activities in their lessons?

Answer: "Although we do not have a specific budget for this, we offer access to technological resources such as projectors and sound systems. We are also open to facilitating training or workshops if there is a class action demand from teachers."

Question 5: How do you evaluate the effectiveness of innovative teaching methods, such as using songs, in achieving educational objectives?

Answer: "We evaluate effectiveness through student performance in assessments, class participation, and feedback from students and teachers themselves. Innovative methods, such as the use of songs, have been shown to improve motivation and overall comprehension."

Question 6: What challenges do you foresee when incorporating songs into English language teaching, and how could they be addressed?

Answer: "One of the challenges could be selecting appropriate songs that align with curricular goals and institutional values. Another is the time needed for planning. This could be addressed through workshops for teachers on material selection and teaching strategies."

3.2.2 Interview with the Coordinator of the English Area

Objective: To explore coordination strategies and support mechanisms for English teachers implementing music-based activities aimed at improving students' inferential skills regarding emotions and attitudes.

Question 1: Can you share your experiences with using songs as a tool in English language teaching?

Answer: "My experience has been very positive. Songs are great for introducing new vocabulary, improving pronunciation, and most importantly, creating a more relaxed and fun learning environment. Students are more receptive."

Question 2: How do you believe songs influence students' abilities to interpret emotions and attitudes in language learning?

Answer: "Songs are a direct vehicle for emotions and attitudes. The intonation, rhythm, and lyrics, combined, provide a rich context for students to infer not only the literal meaning, but also the intentions and feelings behind the words."

Question 3: What strategies have been implemented in the English department to incorporate music into the curriculum?

Answer: "We encourage the creation of unit plans that include activities with songs. We have shared resources and links to educational platforms with music. We have also organized meetings for teachers to share their best practices."

Question 4: How do you support and guide teachers who wish to use songs in their classrooms?

Answer: "I offer individualized guidance and suggest resources. I also facilitate access to music-related teaching materials and promote collaboration among colleagues to develop joint activities."

Question 5: What feedback have you received from teachers and students regarding the use of songs in English lessons?

Hypothetical answer: "Teachers report greater motivation and engagement on the part of students. The students, on the other hand, express that the songs help them to remember new words and to understand how they are used in real contexts. The general perception is very favorable."

Question 6: Are there any assessment tools in place to measure the effectiveness of using songs to develop inferential skills in students?

Answer: "Currently, we don't have specific assessment tools just for this. However, inferential skills are indirectly assessed in listening and reading activities, where students are asked to interpret the tone or intent of a text."

3.2.3 Interview with English Teachers at Ibarra Educational Unit

Objective: To gather information on teachers' experiences, challenges, and successes in using songs as a pedagogical tool to develop students' ability to infer emotions and attitudes in the English language.

Question 1: How often do you incorporate songs into your English lessons?

Answer: "I try to incorporate songs at least once a week, especially at the beginning of a new unit to arouse interest or at the end to review vocabulary concepts or expressions."

Question 2: What criteria do you use to select songs that help students infer emotions and attitudes?

Answer: "First, I look for songs with clear lyrics and vocabulary appropriate to their level. Then, I consider whether the song has an emotional narrative or whether the tone of the singer's voice conveys a particular emotion. Cultural relevance is also important."

Question 3: Can you describe a specific instance where a song significantly enhanced students' understanding of emotional context?

Answer: "Yes, I remember one time we used John Lennon's 'Imagine'. The lyrics and melody inspired a very rich debate about feelings of hope and unity, which helped the students infer the message of peace and the author's attitude."

Question 4: What challenges have you encountered when using songs in the classroom, and how have you addressed them?

Answer: "Sometimes, finding songs that are educational and that all students also like is a challenge. Also, manage the time for the activity. I've approached it by varying the musical genres and using only excerpts from songs or lyrical videos to optimize time."

Question 5: How do you assess students' progress in interpreting emotions and attitudes through musical activities?

Answer: "Usually through class discussions where I ask them to justify their interpretations of emotions. Also, in writing activities where they must describe the mood or message of a song."

Question 6: In your opinion, how does the use of songs compare to other teaching methods in developing inferential skills?

Answer: "I find songs to be exceptional for developing inferential skills, often outperforming other methods. The combination of lyrics, music, and voice provides multiple clues that facilitate the inference of emotions and attitudes in a more holistic and engaging way than just reading a text."

CHAPTER IV: PROPOSAL

4.1 Proposal Title

Feel the Music: Understanding Emotions and Attitudes through Songs in English

4.2 Rationale

The development of communicative competence in English is not limited solely to the mastery of grammatical structures; it also involves the ability to understand implicit meanings such as emotions, attitudes, and intentions present in oral texts. In this sense, listening comprehension constitutes an essential skill in the learning of a foreign language, especially for students of Educación General Básica.

This didactic proposal is based on the use of songs in English as an authentic, motivating, and emotionally meaningful resource to strengthen listening comprehension in students of noveno año de Educación General Básica at Unidad Educativa Ibarra. Songs expose students to real language, rich in emotions and attitudes that can be inferred through sound elements such as tone, intonation, rhythm, and voice intensity.

According to Krashen (1985), language learning is facilitated when students receive comprehensible input in an emotionally positive environment. In line with this idea, Goleman (1995) highlights the importance of emotions in learning processes, as they directly influence motivation, attention, and information retention. Therefore, the use of songs helps reduce the affective filter and creates a more meaningful learning environment.

Likewise, this proposal is aligned with the National Curriculum of Educación General Básica and the official English textbook for noveno año de Educación General Básica, promoting the development of communicative skills through tasks focused on active listening, reflection, and interpretation of oral messages (Ministerio de Educación del Ecuador, 2016).

4.3 Theoretical Foundations

4.3.1 Stephen Krashen's Input Hypothesis

One of the main theoretical foundations of this proposal is Stephen Krashen's Input Hypothesis (1985), which states that learners acquire a language when they are exposed to comprehensible input; that is, language that is slightly above their current level of competence but still understandable with contextual support.

In this proposal, songs in English function as a meaningful source of comprehensible input, as they combine language with rhythm, repetition, and emotional context. These elements facilitate understanding even when students do not fully comprehend every word. Through songs, learners are exposed to authentic pronunciation, vocabulary, and intonation patterns, which contribute to the development of listening comprehension skills.

Furthermore, Krashen emphasizes the importance of the affective filter in language acquisition. When learners experience low anxiety and high motivation, language acquisition is more effective. Music creates a relaxed and engaging classroom atmosphere that lowers students' affective filter, encouraging active participation and sustained attention during listening activities. Therefore, the use of songs supports not only linguistic comprehension but also emotional engagement, making learning more meaningful and effective (Krashen, 1985).

4.3.2 Emotional Intelligence Theory by Daniel Goleman

Another key theoretical foundation of this proposal is Daniel Goleman's Emotional Intelligence Theory (1995), which highlights the fundamental role of emotions in cognitive processes and learning. According to Goleman, emotional awareness and the ability to recognize and interpret emotions significantly influence motivation, attention, and meaningful learning.

This theory is especially relevant to the present proposal, as its primary focus is the development of students' ability to infer emotions and attitudes through listening comprehension of songs in English. Songs are emotionally rich texts that allow learners to identify feelings, moods, and attitudes conveyed not only through lyrics but also through tone of voice, rhythm, and musical expression.

By engaging with emotionally charged listening materials, students enhance their capacity to recognize emotions in others and reflect on their own emotional responses. This process strengthens both listening comprehension and emotional sensitivity, contributing to the development of communicative competence. In this sense, the integration of songs in the classroom promotes an emotionally supportive learning environment where students can connect language learning with personal and social experiences (Goleman, 1995).

4.4 Proposal Objectives

General Objective

To develop the ability of students of noveno año de Educación General Básica at Unidad Educativa Ibarra to infer emotions and attitudes through listening comprehension of songs in English by means of structured didactic activities.

Specific Objectives

- To identify sound elements in English songs, such as tone, rhythm, and intonation, that allow the recognition of emotions.
- To analyze explicit and implicit emotions present in the lyrics of English songs.
- To interpret the speaker's attitude through the use of voice and lexical choice in songs.
- To encourage critical reflection on the social and emotional message of the songs used in class.

- To assess students' ability to infer emotions and attitudes through listening comprehension activities.

4.5 Beneficiaries

The direct beneficiaries of this proposal are students of noveno año de Educación General Básica at Unidad Educativa Ibarra, who will strengthen their listening comprehension in English and develop the ability to infer emotions and attitudes from authentic oral texts.

The indirect beneficiaries are the English teachers of the institution, who will have access to a structured didactic guide that will allow them to implement innovative and motivating strategies for teaching listening comprehension, diversifying classroom resources and improving the English teaching–learning process.

4.6 Proposal Description

The didactic proposal entitled “*Feel the Music: Understanding Emotions and Attitudes through Songs in English*” is aimed at students of noveno año de Educación General Básica and is organized into **four teaching units**, progressively designed to develop listening comprehension focused on inferring emotions and attitudes.

The units included in the proposal are:

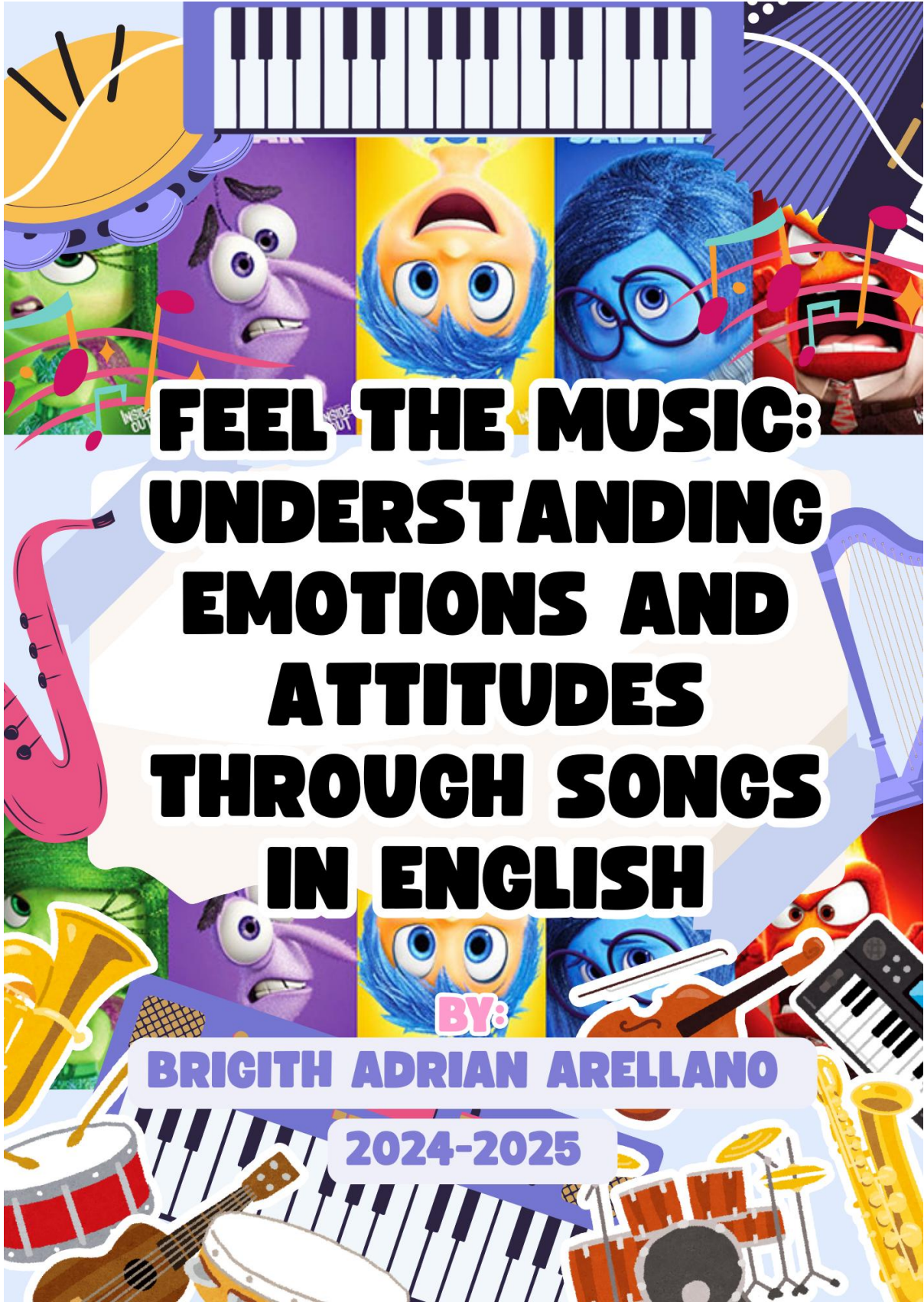
1. **Sounds with Feelings:** recognition of tone, rhythm, and intonation to identify basic emotions.
2. **Emotions in Lyrics:** identification of explicit and implicit emotions in song lyrics.
3. **Voices and Attitudes:** interpretation of the speaker's attitude through tone of voice and intensity.

4. **Beyond Words:** understanding the social and emotional message and intention of songs.

Each unit is developed through three pedagogical stages:

- **Exploration**, aimed at activating prior knowledge and motivating students through initial listening activities.
- **Practice**, focused on guided and creative activities that reinforce comprehension and analysis of emotions and attitudes.
- **Evaluation**, intended to assess students' level of listening comprehension and reflective ability.

Additionally, each activity includes clear instructions for both teachers and students, as well as worksheets designed to facilitate classroom implementation. The selected songs correspond to authentic and level-appropriate material, in accordance with the national curriculum and the official English textbook for noveno año de Educación General Básica (Ministerio de Educación del Ecuador, 2016).



**FEEL THE MUSIC:
UNDERSTANDING
EMOTIONS AND
ATTITUDES
THROUGH SONGS
IN ENGLISH**

BY:

BRIGITH ADRIAN ARELLANO

2024-2025



INTRODUCTION TO THE TEACHING PROPOSAL

This didactic proposal, entitled "Feel the Music: Understanding Emotions and Attitudes through Songs in English," is designed for ninth-grade students at Unidad Educativa Ibarra. It aims to develop listening comprehension skills focused on inferring emotions and attitudes from authentic songs in English.

The proposal is organized into four teaching units:

1. Sounds with Feelings - recognizing tone, rhythm, and intonation.
2. Emotions in Lyrics - identifying explicit and implicit emotions in song lyrics.
3. Voices and Attitudes - interpreting the speaker's attitude through tone and expression.
4. Beyond Words - understanding the social and emotional message behind songs.

Each unit includes three stages:

- Exploration: to activate prior knowledge and introduce the theme through listening.
- Practice: to reinforce understanding through guided and creative activities.
- Evaluation: to assess comprehension and reflection on the emotions and attitudes perceived.

Additionally, each task includes instructions for teachers and students to facilitate implementation in the classroom.



Teaching Units

Unit 1: Sounds with Feelings

🎯 Objective: Identify sound elements in songs that convey emotions.

📖 Reference: English 9th Grade Text - Unit 3



Unit 2: Emotions in Lyrics

🎯 Objective: Infer emotions contained in English song lyrics.

📖 Reference: English 9th Grade Text - Unit 5

Unit 3: Voices and Attitudes

🎯 Objective: Analyze the speaker's attitude in songs.

📖 Reference: English 9th Grade Text - Unit 6



Unit 4: Beyond Words

🎯 Objective: Reflect on the message and intention of songs with social content.

📖 Reference: English 9th Grade Text - Unit 7



JUSTIFICATION

Developing communicative competence in English requires not only grammatical mastery but also the ability to understand the intentions, attitudes, and emotions implicit in oral texts. Songs represent an authentic and emotionally rich tool for strengthening listening comprehension, especially for students in Basic General Education.

According to Krashen (1985), affective input facilitates natural language acquisition, while Goleman (1995) points out the importance of emotions in the learning process.

In line with the National Curriculum guidelines and the official English textbook for 9th grade of Basic General Education, this guide aims to develop the skill of emotional and attitudinal inference through song-centered teaching tasks.



GENERAL OBJECTIVE

To develop ninth-grade students at the Ibarra Educational Unit's General Basic Education program's ability to identify emotions and attitudes through listening comprehension of songs in English, analyzing elements such as pitch, intonation, and rhythm.

SPECIFIC OBJECTIVES

To identify the characteristics of songs in English (pitch, intonation, rhythm) that allow for inferring emotions and attitudes.

To implement listening comprehension activities with songs in English that facilitate the identification of emotions and attitudes.

To assess students' ability to identify emotions and attitudes in songs and analyze their perceptions of this resource.



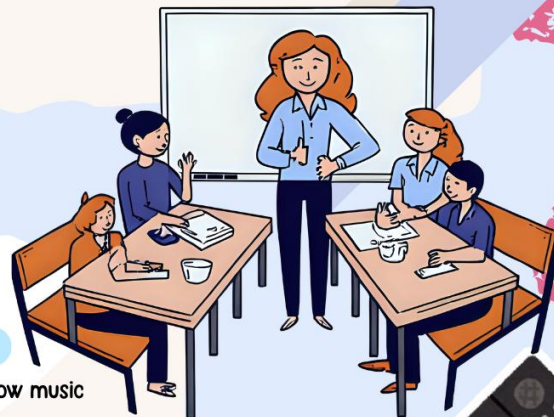
UNIT 1: SOUNDS WITH FEELINGS

UNIT 1:

SOUNDS WITH FEELINGS

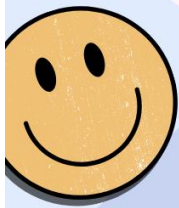
Teacher's Guidelines:

- Objective: Help students identify rhythm, tone, and intonation to recognize basic emotions in songs.
 - Suggested time: 2–3 sessions.
 - Resources: Audio player, printed worksheets, English 9th Grade Textbook, and suggested songs (“Count on Me”, “Happy”, “Let Her Go”).
 - Procedure:
 - a. Play short excerpts of the songs and encourage students to describe what they feel.
 - b. Guide them to notice elements such as tone, tempo, and intonation.
 - c. Discuss how these sound features communicate emotions.
- Assessment: Observe students' participation and their ability to connect sounds with emotions.



Student's Instructions:

Dear student: In this unit, you will explore how music expresses emotions. Pay attention to the rhythm, tone, and voice of the singers. Discover how sounds can make you feel happiness, calm, or sadness.



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HOJA DE TRABAJO N°1 -WORKSHEET N°1

Unidad 1:

Sonidos con sentimientos / Unit 1: Sounds with Feelings
Tarea: Exploración auditiva / Task: Guided Listening Exploration

Objetivo / Objective:

Identificar el ritmo, tono y entonación en canciones para reconocer emociones básicas.
Identify rhythm, tone, and intonation in songs to recognize basic emotions.

Instrucciones / Instructions:

Escucha atentamente el siguiente fragmento de canción y responde las preguntas.
Listen carefully to the following song excerpt and answer the questions.

Fragmento sugerido / Suggested excerpt:

"Count on Me" – Bruno Mars (min 0:00–0:40)

If you ever find yourself stuck in the middle of the sea / I'll sail the world to find you...

Preguntas / Questions:

¿Cómo describirías el ritmo de la canción?/ How would you describe the song's rhythm?

- Rápido / Fast
- Medio / Medium
- Lento / Slow

¿Qué tono predomina en la voz del cantante?/ What tone is predominant in the singer's voice?

- Grave / Low
- Medio / Medium
- Agudo / High

¿Qué emoción te transmite este fragmento?/What emotion does this fragment convey?

- Alegría / Joy
- Tranquilidad / Calm
- Tristeza / Sadness
- Otra / Other: _____

Justifica tu respuesta con sonidos o palabras.
Justify your answer with sounds or lyrics.

¿Cómo te sentiste al escuchar esta canción?
How did you feel while listening to this song?

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HOJA DE TRABAJO Nº2 -WORKSHEET Nº2

Unidad 1:

Sonidos con sentimientos / Unit 1: Sounds with Feelings
 Tarea: Práctica de asociación / Task: Practice - Emotion Matching

Objetivo / Objective:

Asociar fragmentos musicales con emociones específicas usando pistas sonoras.
 Match musical fragments with emotions using sound clues.

Instrucciones / Instructions:

Escucha cada uno de los siguientes fragmentos. Para cada uno, marca la emoción que transmite y explica por qué.
 Listen to the following fragments. For each one, check the emotion it conveys and explain why.

Fragmentos sugeridos / Suggested song clips:

- A: "Happy" - Pharrell Williams (0:15-0:45)
- B: "Someone Like You" - Adele (0:00-0:30)
- C: "Fight Song" - Rachel Platten (0:00-0:40)

Actividad / Activity:

Fragmento / Fragment	Emoción / Emotion	¿Por qué? / Why?
A	<input type="checkbox"/> Alegría / Joy <input type="checkbox"/> Energía / Energy <input type="checkbox"/> Otra / Other: _____	
B	<input type="checkbox"/> Tristeza / Sadness <input type="checkbox"/> Esperanza / Hope <input type="checkbox"/> Otra / Other: _____	
C	<input type="checkbox"/> Determinación / Determination <input type="checkbox"/> Furia / Anger <input type="checkbox"/> Otra / Other: _____	

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HOJA DE TRABAJO N°3 -WORKSHEET N°3

Unidad 1:

Sonidos con sentimientos / Unit 1: Sounds with Feelings

Tarea: Evaluación / Task: Evaluation

Objetivo / Objective:

Evaluar la capacidad de los estudiantes para identificar elementos sonoros (tono, ritmo y entonación) relacionados con emociones.

Evaluate students' ability to identify sound elements (tone, rhythm, intonation) related to emotions.

Instrucciones / Instructions:

Escucha la canción completa proporcionada por el docente:

🎵 "Let Her Go" - Passenger (0:00-1:00).

Luego responde lo siguiente:

Actividad / Activity:

1. Escribe tres palabras clave del coro que expresen emociones. / Write three key words from the chorus that express emotions:

1. ¿Qué ritmo tiene esta canción?

- Lento / Slow
- Medio / Medium
- Rápido / Fast

3. ¿Qué emoción principal transmite esta canción? / What is the main emotion the song conveys?

- Tristeza / Sadness
- Amor / Love
- Nostalgia
- Otra: _____

4. Subraya una línea de la canción que apoye tu elección. / Underline one line from the song that supports your choice:

1. Reflexión escrita (3 líneas):

5. ¿Cómo cambia tu estado de ánimo al escuchar esta canción? ¿Por qué?
How does your mood change when you listen to this song? Why?

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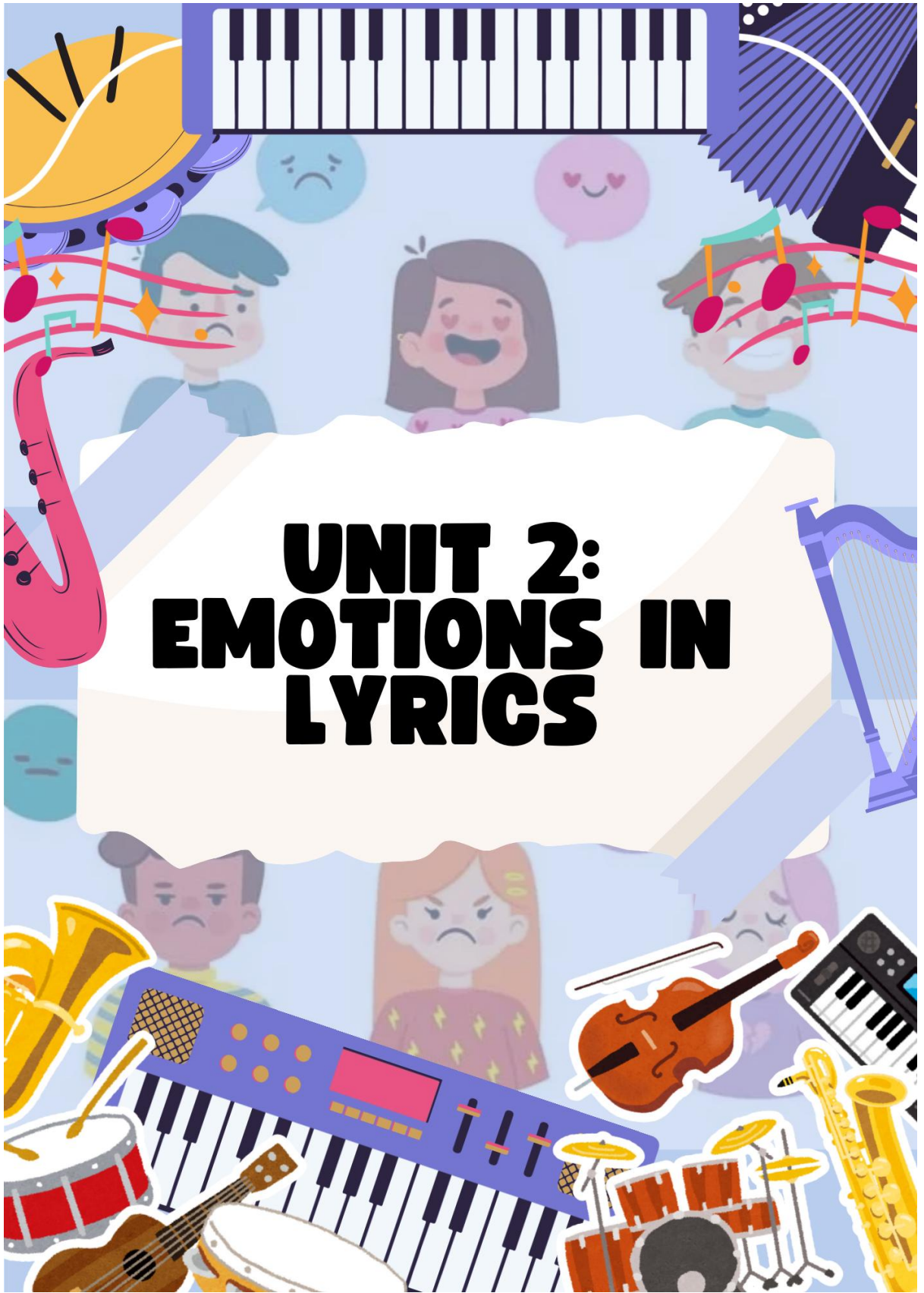
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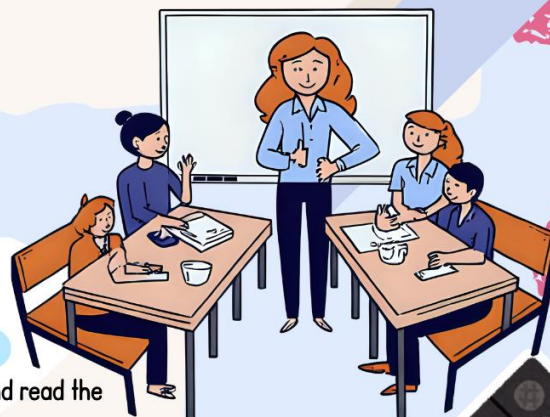




UNIT 2: EMOTIONS IN LYRICS

Teacher's Guidelines:

- Objective: Guide students to identify emotions expressed explicitly and implicitly in song lyrics.
- Suggested time: 2–3 sessions.
- Resources: Audio tracks (“Brave”, “Firework”, “Hello”), worksheets, and whiteboard.
- Procedure:
 - a. Present the songs and discuss their main message.
 - b. Highlight keywords and emotional expressions.
 - c. Encourage reflection through written or artistic responses.
- Assessment: Evaluate students' ability to match verses with emotions and justify their interpretations.



Student's Instructions:

Dear student: Listen carefully to the songs and read the lyrics. Try to understand not only what the words say, but also what they feel. Express your thoughts through writing or drawing.



HOJA DE TRABAJO N°4 -WORKSHEET N°4

Unidad 2:

Unidad 2: Emociones en las letras / Unit 2: Emotions in the Lyrics

Tarea: Exploración / Task: Exploration

Objetivo / Objective:

Analizar letras de canciones para identificar emociones explícitas e implícitas.
Analyze song lyrics to identify explicit and implicit emotions.

Instrucciones / Instructions:

Lee y escucha el siguiente fragmento:

🎵 "Brave" – Sara Bareilles (0:20–0:50)

Letra:

Say what you wanna say / And let the words fall out / Honestly, I wanna see you be brave...

Actividad / Activity:

1. ¿Qué emoción expresa el cantante de forma explícita?

What emotion is explicitly expressed by the singer?

Valentía / Bravery

Felicidad / Happiness

Ira / Anger

Otra: _____

• ¿Qué mensaje crees que quiere dar el cantante? / What message do you think the singer wants to convey?

• ¿Cómo te hace sentir esta letra? / How does this lyric make you feel?

Motivado/a

Indiferente

Reflexivo/a

Otra: _____

• Escribe una palabra que represente la emoción principal de esta canción: / Write one word that represents the main emotion of the song:

1. Dibuja o describe una situación en la que te hayas sentido así: / Draw or describe a situation when you felt like that:

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HOJA DE TRABAJO N°5 -WORKSHEET N°5

Unidad 2:

Emociones en las letras / Unit 2: Emotions in the Lyrics
Tarea: Práctica / Task: Practice – Interpretación emocional

Objetivo / Objective:

Relacionar versos de canciones con emociones, justificando la elección.
Match song verses to emotions, justifying your choice.

Instrucciones / Instructions:

Lee cada verso y elige la emoción que crees que representa. Luego explica tu elección.
Read each verse and choose the emotion you think it represents. Then explain your answer.

Actividad / Activity:

• Verso A:

"I'm only human / And I crash and I break down..."

Canción: "Human" – Christina Perri

Emoción:

- Vulnerabilidad / Vulnerability
- Enojo / Anger
- Alegría / Joy

Justificación / Justification:

• Verso B:

"Cause baby, you're a firework / Come on, show 'em what you're worth"

Canción: "Firework" – Katy Perry

Emoción:

- Orgullo / Pride
- Tristeza / Sadness
- Ansiedad / Anxiety

Justificación / Justification:

• Verso C:

"When I was your man" – Bruno Mars (fragmento libre)

Escribe la emoción que transmite este verso y por qué:

Emotion / Emoción:

Why / ¿Por qué?:

Reflexión final / Final reflection:

¿En qué canción te viste más reflejado/a? ¿Por qué?

Which song did you identify with the most? Why?

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HOJA DE TRABAJO N°6-WORKSHEET N°6

Unidad 2:

Emociones en las letras / Unit 2: Emotions in the Lyrics
Tarea: Evaluación / Task: Evaluation – Tabla de inferencias

Objetivo / Objective:

Inferir emociones a partir de la letra de una canción.
Infer emotions from a song's lyrics.

Instrucciones / Instructions:

Lee el verso entregado por el docente. Luego completa la siguiente tabla.
Read the verse provided by your teacher. Then complete the table.

Verso asignado / Assigned verse:

"Hello from the other side..." - Adele

Actividad / Activity:



Hello-Adele

Hello, it's me
 I was wondering if after all these years you'd like to meet
 To go over everything
 They say that time's supposed to heal ya
 But I ain't done much healing
 Hello, can you hear me?
 I'm in California dreaming about who we used to be
 When we were younger and free
 I've forgotten how it felt before the world fell at our feet
 There's such a difference between us
 And a million miles
 Hello from the other side
 I must've called a thousand times
 To tell you I'm sorry for everything that I've done
 But when I call, you never seem to be home
 Hello from the outside
 At least I can say that I've tried
 To tell you I'm sorry for breaking your heart
 But it don't matter, it clearly doesn't tear you apart anymore
 Hello, how are you?
 It's so typical of me to talk about myself, I'm sorry
 I hope that you're well
 Did you ever make it out of that town
 Where nothing ever happened?
 It's no secret that the both of us
 Are running out of time

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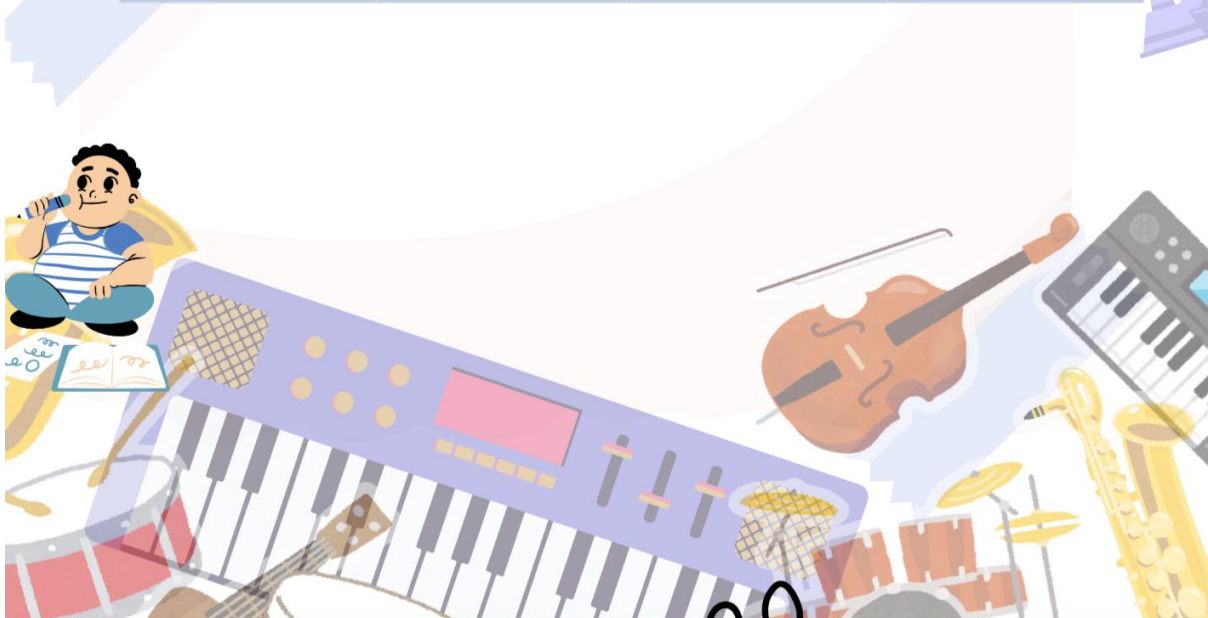
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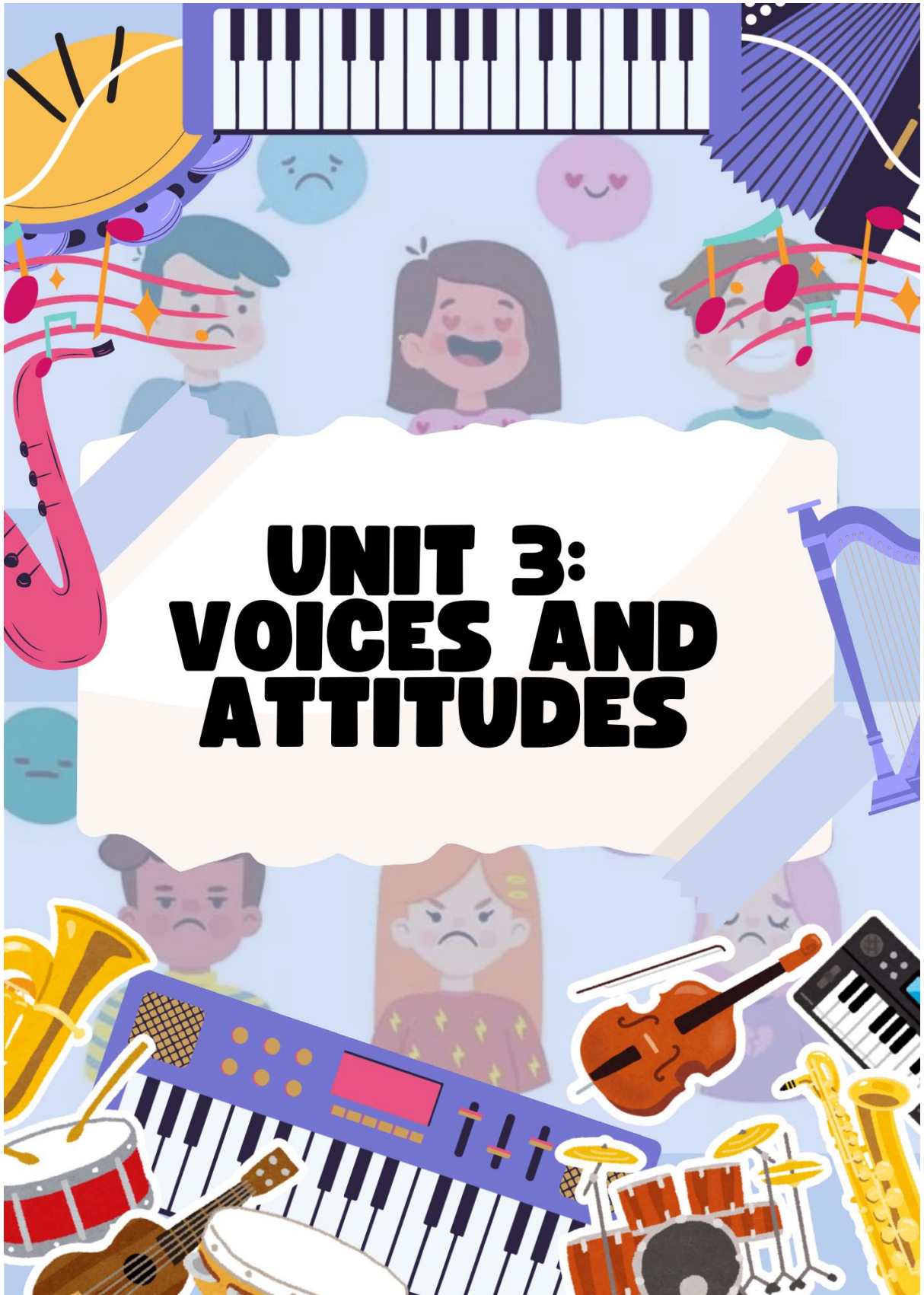


HOJA DE TRABAJO N°6-WORKSHEET N°6

Actividad / Activity:

Verso/ Verse	Emoción inferida / Inferred Emotion	Palabra clave / Key Word	Reflexión personal / Personal Reflection
"Hello from the other side..."			



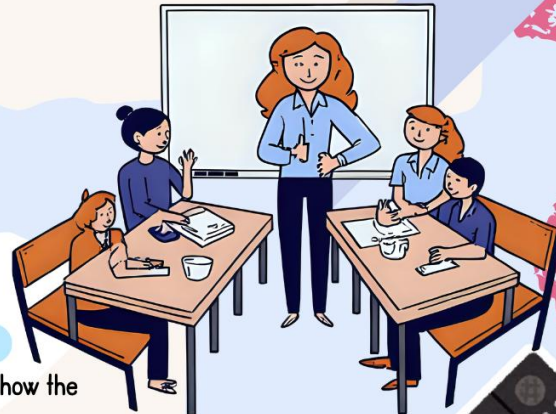


UNIT 3: VOICES AND ATTITUDES

UNIT 3: VOICES AND ATTITUDES

Teacher's Guidelines:

- Objective: Help students recognize the speaker's attitude through tone, intensity, and choice of words.
- Suggested time: 2–3 sessions.
- Resources: Songs ("Back to December", "Elastic Heart", "Happier"), worksheets, and audio equipment.
- Procedure:
 1. Play selected fragments and analyze the singer's tone of voice.
 2. Encourage dramatization and group discussion.
 3. Ask students to reflect on how attitude changes the message.
- Assessment: Evaluate students' interpretation accuracy and ability to express attitudes orally.



Student's Instructions:

Dear student: In this unit, you will discover how the singer's tone of voice can change the meaning of a song. Try to feel what the singer feels and express that attitude with your own voice.



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HOJA DE TRABAJO N°7-WORKSHEET N°7

Unidad 3:

Voces y actitudes / Unit 3: Voices and Attitudes

Tarea: Exploración / Task: Exploration – Identificando actitud

Objetivo / Objective:

Reconocer la actitud del hablante en una canción a través del tono de voz y las palabras utilizadas.

Recognize the speaker's attitude in a song through tone of voice and specific language.

Instrucciones / Instructions:

Escucha el siguiente fragmento:

🎵 "Back to December" – Taylor Swift (0:00-0:40)

Luego responde las siguientes preguntas:

Actividad / Activity:

1. ¿Qué actitud muestra la cantante en esta canción?

What is the singer's attitude in this song?

- Arrepentida / Regretful
- Enojada / Angry
- Irónica / Ironic
- Otra: _____

2. Escribe una frase del fragmento que te ayude a identificar esa actitud:

Write one phrase that helps you identify that attitude:

3. ¿La música y la voz son suaves o intensas?

Is the music and voice soft or intense?

- Suave / Soft
- Intensa / Intense

4. ¿La actitud del hablante afecta el mensaje? ¿Cómo?

Does the speaker's attitude affect the message? How?

Reflexión final / Final reflection:

¿Has sentido alguna vez esta actitud? ¿En qué situación?

Have you ever felt this attitude? In what situation?

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HOJA DE TRABAJO N°8

Unidad 3:

WORKSHEET N°8

Voces y actitudes / Unit 3: Voices and Attitudes

Tarea: Práctica / Task: Practice – Act it out

Objetivo / Objective:

Interpretar la actitud emocional de un verso mediante dramatización y entonación.
Interpret the emotional attitude of a verse through dramatization and intonation.

Instrucciones / Instructions:

Elige uno de los siguientes versos. Léelo frente a tu grupo de dos formas:

1. con una actitud neutra
2. con la actitud emocional sugerida. Luego responde.

Verso A:

"I hope you're happy, but not like
how you were with me..."

Canción: "Happier" – Olivia Rodrigo

Actitud sugerida: Sarcástica / Sarcastic

Verso B:

"You did not break me / I'm still
fighting for peace..."

Canción: "Elastic Heart" – Sia

Actitud sugerida: Resiliente / Resilient

Actividad / Activity:

1. ¿Cuál fue el verso que dramatizaste?/What verse did you dramatize?

Blank space for answer 1

2. ¿Qué actitud representaste?/What attitude did you portray?

Blank space for answer 2

3. ¿Qué entonación y volumen usaste para reflejar esa actitud?/What intonation and volume did you use to convey that attitude?

Blank space for answer 3

4. ¿Cómo reaccionó tu grupo? ¿Crees que comprendieron tu actitud? ¿Por qué?
How did your group react? Do you think they understood your attitude? Why?

Blank space for answer 4

Reflexión final / Final reflection:

¿Qué aprendiste al representar actitudes diferentes con tu voz?
What did you learn from representing different attitudes with your voice?

Blank space for final reflection

HOJA DE TRABAJO Nº9

Unidad 3:

WORKSHEET Nº9

Unidad 3: Voces y actitudes / Unit 3: Voices and Attitudes

Tarea: Evaluación / Task: Evaluation – Análisis individual

Objetivo / Objective:

Analizar la actitud del hablante en una canción, justificando con evidencias sonoras y léxicas. Analyze the speaker's attitude in a song, supporting with sound and word evidence.

Instrucciones / Instructions:

Escoge una canción corta que ya hayas escuchado en clase (o una sugerida por tu docente). Escúchala con atención y responde:

Actividad / Activity:

1. Título de la canción / Song title:

2. ¿Qué actitud transmite el cantante?

What is the singer's attitude?

- Esperanza / Hope
- Arrepentimiento / Regret
- Crítica / Criticism
- Otra: _____

3. ¿Qué palabras del verso o coro apoyan esa actitud?

Which lyrics support that attitude?

4. ¿Cómo es la entonación y el ritmo del fragmento?

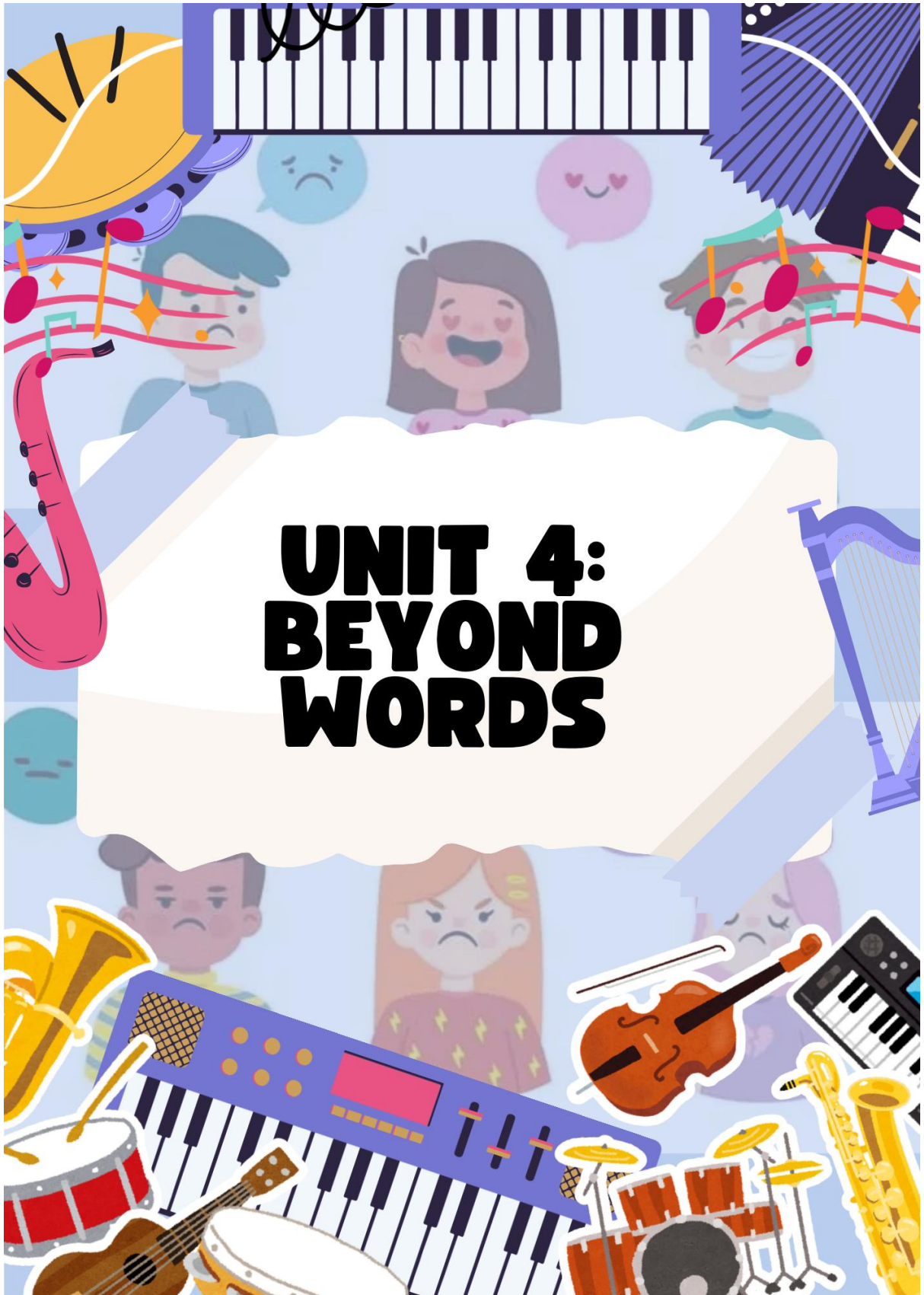
What is the tone and rhythm of the fragment?

5. ¿Qué efecto produce esa actitud en ti como oyente?

What effect does this attitude have on you as a listener?

Reflexión final / Final reflection:

¿Qué importancia tiene la actitud del hablante en la interpretación de una canción? What is the importance of the speaker's attitude when interpreting a song?



UNIT 4:

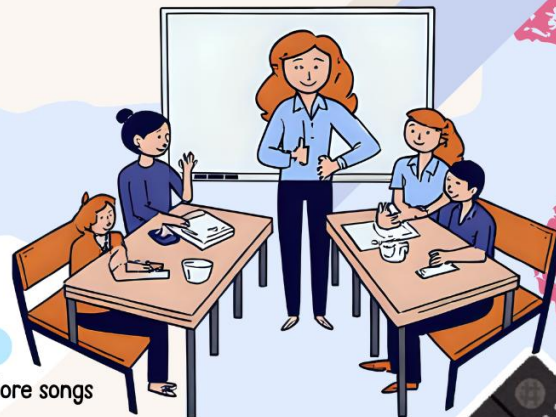
BEYOND WORDS

Teacher's Guidelines:

- Objective: Encourage students to interpret the message and intention behind songs with social or emotional content.
- Suggested time: 3 sessions.
- Resources: Song audio ("Heal the World"), art materials, notebooks.
- Procedure

1. Listen to the song and discuss its message.
2. Ask students to express their understanding through posters or reflective writing.
3. Share and discuss the artworks or messages as a group.

- Assessment: Consider creativity, depth of reflection, and ability to relate the message to personal or social experiences.



Student's Instructions:

Dear student: Through this unit, you will explore songs with powerful messages. Reflect on what the artist wants to say and how it connects to your own world. Express your ideas creatively through drawings or short reflections.



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HOJA DE TRABAJO N°10
WORKSHEET N°10

Unidad 4:
Más allá de las palabras / Unit 4: Beyond the Words
Tarea: Exploración / Task: Exploration – Intención y mensaje

Objetivo / Objective:
Identificar la intención del autor y el mensaje social o emocional de una canción.
Identify the songwriter's intention and the social/emotional message of a song.

Instrucciones / Instructions:
Escucha atentamente la canción:
🎵 "Heal the World" – Michael Jackson (0:00–1:00)

Actividad / Activity:

- ¿De qué trata esta canción?
What is this song about?

- ¿Cuál crees que es el mensaje principal que el cantante quiere dar?
What is the main message the singer wants to convey?
 Paz
 Unidad
 Denuncia social
 Esperanza
 Otro: _____
- ¿Qué palabras del fragmento refuerzan ese mensaje?
Which words from the fragment support that message?

- ¿Por qué crees que el cantante decidió escribir sobre este tema?
Why do you think the singer wrote about this topic?

- ¿Cómo se relaciona este mensaje con tu realidad?
How does this message relate to your life or world?

Reflexión final / Final reflection:
¿Las canciones pueden cambiar el pensamiento de las personas? Explica.
Can songs change people's thinking? Explain.

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HOJA DE TRABAJO Nº10

Unidad 4:

WORKSHEET Nº10

Más allá de las palabras / Unit 4: Beyond the Words

Tarea: Práctica / Task: Practice – Cartel emocional / Emotional poster

Objetivo / Objective:

Representar visualmente una emoción o mensaje de una canción a través de un cartel artístico.

Visually represent a song's emotion or message through a creative poster.

Instrucciones / Instructions:

Escoge una canción que hemos trabajado en clase o una de NUESTRA PREFERENCIA.

Actividad / Activity:

1. Elige una frase significativa de la canción que exprese un mensaje o emoción fuerte.

Escríbela aquí:

Choose one significant phrase from the song that expresses a strong emotion or message:

2. ¿Qué emoción transmite esa frase?

1. What emotion does that phrase convey?

- Esperanza / Hope
- Tristeza / Sadness
- Coraje / Courage
- Amor / Love
- Otro / Other: _____

2. Dibuja o describe un cartel que represente esa frase y emoción.

Draw or describe a poster that represents that phrase and emotion.

(Puedes hacerlo en una hoja aparte o escribir aquí)

Reflexión final / Final reflection:

¿Por qué elegiste esa frase? ¿Qué significa para ti?

Why did you choose that phrase? What does it mean to you?



HOJA DE TRABAJO N^o11

Unidad 4:

WORKSHEET N^o11

Más allá de las palabras / Unit 4: Beyond the Words

Tarea: Práctica / Task: Practice – Cartel emocional / Emotional poster

Objetivo / Objective:

Representar visualmente una emoción o mensaje de una canción a través de un cartel artístico.

Visually represent a song's emotion or message through a creative poster.

Instrucciones / Instructions:

Escoge una canción que hemos trabajado en clase o una de tu preferencia aprobada por el docente.

Actividad / Activity:

- Elige una frase significativa de la canción que exprese un mensaje o emoción fuerte. Escríbela aquí:

Choose one significant phrase from the song that expresses a strong emotion or message:

“ _____ ”

- ¿Qué emoción transmite esa frase?

What emotion does that phrase convey?

- Esperanza / Hope
- Tristeza / Sadness
- Coraje / Courage
- Amor / Love
- Otro / Other: _____

- Dibuja o describe un cartel que represente esa frase y emoción.

Draw or describe a poster that represents that phrase and emotion.



DISGUST

FEAR

JOY

SADNESS

ANGER

HOJA DE TRABAJO N°12

Unidad 4:

WORKSHEET N°12

Más allá de las palabras / Unit 4: Beyond the Words

Tarea: Práctica / Task: Practice - Escribir para expresar

Objetivo / Objective:

Redactar una breve reflexión o mensaje inspirado en una canción escuchada.
Write a short reflection or message inspired by a song.

Instrucciones / Instructions:

Piensa en una canción que escuchaste en clase y que te hizo reflexionar. Luego responde las siguientes preguntas y redacta tu texto.

Actividad / Activity:

- ¿Qué canción eliges y por qué?
What song do you choose and why?

¿Qué tema trata la canción?

What is the song about?

- Autoestima
- Cambio social
- Amor propio
- Resiliencia
- Otro: _____

¿Qué emoción te generó escucharla?

What emotion did you feel while listening to it?

- Tristeza
- Inspiración
- Alegría
- Reflexión

- Escribe un pequeño texto (4 a 5 líneas) expresando cómo esta canción te hizo pensar o sentir. / Write a short paragraph (4-5 lines) expressing how this song made you think or feel.

Reflexión final / Final reflection:

¿Qué mensaje darías a otra persona usando esta canción?

What message would you give to someone else using this song?

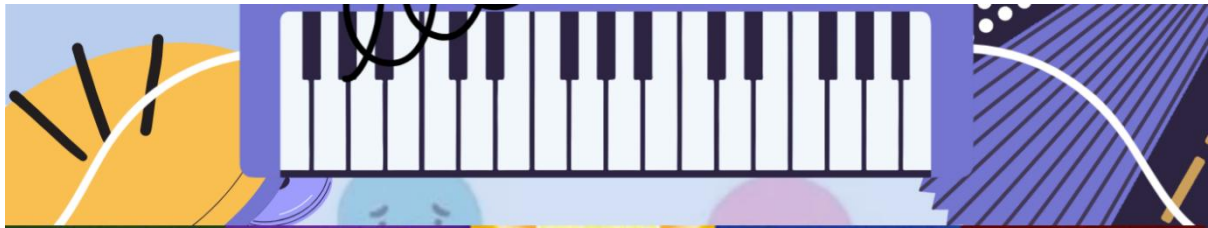
DISGUST

FEAR

JOY

SADNESS

ANGER



**THE
END**





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CHAPTER V: IMPACTS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the analysis of the linguistic, academic, and affective impacts derived from the use of songs in English as a didactic tool to improve the ability to infer emotions and attitudes in students in the ninth year of Basic General Education. In addition, conclusions, recommendations and an honest self-evaluation of the research process are included.

4.7 Impact Matrix

Table 21 Numerical impact levels

Value	Interpretation
-3	High negative impact
-2	Medium negative impact
-1	Low negative impact
0	No impact
1	Low positive impact
2	Medium positive impact
3	High positive impact

(author, 2025)

4.7.1 Linguistic Impact

Table 22 Indicators of linguistic impact

	Levels	-3	-2	-1	0	1	2	3
Impact								
a) Recognize new words related to emotions.							X	
b) Improve pronunciation and intonation.								X
c) Associating words with emotional contexts.								X
d) Increase vocabulary in English.								X
e) To better understand the tone of the speaker in songs.								X
Total								14

Level of linguistic impact: $\frac{14}{5} = 2.8$

Level of linguistic impact: Medium positive impact

Analysis

The use of songs transcends mere auditory improvement by enhancing students' deep understanding and critical analysis, as Gardner (1993) points out, by directly connecting critical thinking with linguistic competence through the interpretation of the emotional message and implicit meanings. This allows them not only to infer beyond the explicit, but also to make connections to real and cultural contexts, fostering a holistic understanding and the ability to decode metaphors and symbolisms that enrich their appreciation of language and its environment.

This result suggests that songs are an effective tool for the development of language skills in students. A medium positive impact is observed in the linguistic indicators, highlighting the improvement in pronunciation and the increase in vocabulary. This shows that songs contribute significantly to lexical and phonetic learning, which is consistent with Krashen's (1985) theories on learning by emotional auditory input. Exposure to songs in English facilitates the acquisition of new words and the correct articulation of sounds, crucial elements for fluency and oral comprehension.

4.7.2 Academic Impact

Table 23 Academic impact indicators

	Levels	-3	-2	-1	0	1	2	3
Impact								
a) Understanding of main and secondary ideas.								X
b) Inference of emotions and attitudes in texts.							X	
c) Active participation in auditory activities.								X
d) Relationship of the letters with real or cultural situations.							X	
e) Ability to reflect on the message of the text.								X
Total								13

Level of academic impact: $\frac{13}{5} = 2.6$

Academic Impact Level: Medium Positive Impact

Analysis

The use of songs as a pedagogical tool represents a multifaceted strategy that goes far beyond mere entertainment, becoming a powerful catalyst for the integral development of students. As well noted, songs are exceptional for fostering deep understanding and critical analysis, particularly in the interpretation of the emotional message of a text. This ability to decode and resonate with the affective charge of a piece of music is fundamental for a holistic understanding, directly affecting Gardner's (1993) intrapersonal and interpersonal intelligence, by making it easier for students to recognize and process their own emotions and those of others.

When a student immerses himself in a song, he is presented with a universe of implicit and explicit meanings that demand an active participation of his intellect. The lyrical nature of the songs, often enriched with metaphors, symbolism, and cultural allusions, forces students to go beyond literal comprehension. This inference process is crucial for critical thinking, as it leads them to identify tone and atmosphere, unravel subliminal messages, and connect with the universality of human experience embodied in lyrics. It's not just about understanding words, but about understanding how words, as a whole and in their musical context, construct a broader and more complex meaning, which in turn expands your vocabulary, improves listening comprehension, and sharpens your sensitivity to the nuances of language.

In addition, one of the greatest strengths of the use of songs lies in its ability to connect the content with real and cultural contexts. Songs are, in essence, mirrors of the society that produces them, addressing relevant issues, celebrating traditions or criticizing injustices. By analyzing songs, students can explore history and sociology, understanding past events and their repercussions on the present. Likewise, songs from different regions and eras offer an invaluable window into cultural diversity, its values, customs and perspectives, thus fostering

intercultural understanding and respect for the multiplicity of visions. Numerous current songs address social, political or environmental issues, inviting students to critically reflect on the world around them and form their own informed opinions. In short, the strategic use of songs in the classroom is a multifaceted tool that comprehensively nurtures students' critical thinking and linguistic competence, preparing them to analyze and interpret the world in a deeper and more connected way.

4.7.3 Affective Impact

Table 24 Indicators of affective impact

Impact	Levels	-3	-2	-1	0	1	2	3
a) Increased motivation in class.								X
b) Spontaneous and active participation.							X	
c) Enjoy learning with songs.								X
d) Reduction of anxiety in auditory activities.							X	
(e) Improved attitude towards the English language.								X
Total								13

Level of affective impact: $\frac{13}{5} = 2.6$

Level of affective impact: Medium positive impact

The affective impact of music on the learning process, particularly the average positive impact observed on students, is a crucial factor that deserves detailed attention. The increased motivation and confidence that students demonstrate when participating in activities that include music is not a trivial finding; It is a validation of how positive emotions can act as powerful catalysts for learning. This phenomenon aligns perfectly with Goleman's (1995) theory of emotional intelligence, which stresses the importance of managing and recognizing emotions for personal and academic development.

When students experience positive emotions such as joy, interest or enthusiasm thanks to music, an environment conducive to learning is generated. This improved willingness to learn

manifests itself in several ways: students are more open to taking risks, exploring new ideas, and actively participating in the classroom. Music can reduce anxiety, relieve stress, and create a safe space where mistakes are seen as opportunities for growth rather than failures. This atmosphere of emotional safety not only facilitates the acquisition of knowledge, but also strengthens students' self-esteem and resilience.

In addition, the affective component of music helps to fix the content in long-term memory. Experiences that evoke strong emotions tend to be remembered more clearly and longer. Therefore, when learning is associated with a catchy melody or inspiring lyrics, concepts become more accessible and memorable. This emotional attachment to the teaching material promotes not only deeper understanding, but also greater retention of information.

CONCLUSIONS

Based on the development of the present research, it is concluded that listening comprehension is a fundamental skill in the learning of the English language in students of noveno año de Educación General Básica de la Unidad Educativa Ibarra, especially when it is oriented toward the development of the inference of emotions and attitudes, an aspect that has traditionally received limited attention in the classroom.

The literature review and the analysis of previous studies made it possible to determine that English songs constitute an authentic and effective auditory resource for strengthening listening comprehension, as they integrate prosodic elements such as tone, intonation, and rhythm, which facilitate the identification of emotions and attitudes implicit in oral messages.

Likewise, the results obtained allowed confirming that the application of activities based on English songs had a positive impact on students' ability to identify emotions and attitudes, as well as on their motivation and willingness to learn the language. This was reflected in greater participation during listening activities and in a more favorable attitude toward the use of English in the classroom.

In the same way, it was evidenced that the use of methodological strategies structured in the pre-listening, while-listening, and post-listening stages favored the progressive development of listening comprehension. In particular, prior work on vocabulary, pronunciation, and prosodic elements proved to be essential to facilitate the identification of key words and the interpretation of the message during the listening process.

Finally, it is concluded that the didactic proposal designed responds appropriately to the needs identified in students of noveno año de Educación General Básica de la Unidad Educativa Ibarra, becoming a viable, accessible, and replicable alternative for strengthening

listening comprehension and the inference of emotions and attitudes in the learning of the English language.

RECOMMENDATIONS

Based on the conclusions obtained, it is recommended to promote the systematic use of English songs as a pedagogical resource in English classes, especially for the development of listening comprehension and the inference of emotions and attitudes in students of Educación General Básica.

Likewise, it is suggested that English teachers receive training in methodological strategies for the selection, adaptation, and implementation of songs aligned with the national curriculum and with students' level of linguistic competence, in accordance with the guidelines of the Common European Framework of Reference for Languages.

It is also recommended that listening comprehension activities based on songs be structured following the pre-listening, while-listening, and post-listening stages, prioritizing prior work on vocabulary, pronunciation, and prosodic elements in order to facilitate the identification of key words and the global comprehension of the message.

In addition, it is suggested to teach students basic note-taking techniques during the listening stage, which will help improve attention, information retention, and the identification of emotions and attitudes present in the songs.

Finally, it is recommended that future research employ mixed methodologies and digital tools for data collection and analysis in order to obtain more precise results and further explore the impact of using songs on the development of communicative skills in different educational contexts.

HONEST SELF-ASSESSMENT

During the development of the present research, it was possible to achieve the objectives set, thanks to adequate planning, a relevant literature review, and the proper application of data collection instruments. The research process made it possible to deepen the understanding of the use of English songs as a didactic resource to strengthen listening comprehension and the inference of emotions and attitudes in students of noveno año de Educación General Básica de la Unidad Educativa Ibarra.

However, some limitations were identified during the research process. Among them were difficulties related to the availability of time of the participants for the application of certain instruments, as well as limitations in the use of digital tools for automatic data processing, which could have optimized the analysis of the results.

Despite these limitations, the work carried out reflects a commitment to improving educational practice and to the search for innovative strategies for English language teaching. The experience gained throughout this research constitutes a significant contribution to future studies and to the implementation of pedagogical proposals aimed at more meaningful and contextualized learning.

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ANNEXES

Surveys and Interviews



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR HIGH AUTHORITY AT UNIDAD EDUCATIVA IBARRA

Objective: To understand the institutional perspective on incorporating music into the English curriculum and its perceived impact on students' emotional and attitudinal development.

1. What are your thoughts on integrating songs into the English curriculum to enhance students' ability to infer emotions and attitudes?
2. How do you perceive the impact of musical activities on students' emotional intelligence and language development?
3. Are there existing policies supporting the use of music in language instruction within the institution?
4. What resources or support does the institution provide to teachers for implementing music-based activities in their lessons?
5. How do you evaluate the effectiveness of innovative teaching methods, such as using songs, in achieving educational objectives?
6. What challenges do you foresee in incorporating songs into the English teaching framework, and how might they be addressed?

THANK YOU FOR YOUR COOPERATION

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	x		
Formulación clara de cada pregunta.	x		
Comprensión de cada pregunta.	x		
Coherencia de las preguntas en relación con el objetivo.	x		
Relevancia del contenido	x		
Orden y secuencia de las preguntas	x		
Número de preguntas óptimo	x		

Observaciones:

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS -
INGLÉS**

**INTERVIEW FORMAT FOR ENGLISH AREA COORDINATOR AT UNIDAD
EDUCATIVA IBARRA**

Objective: To explore the coordination strategies and support mechanisms for English teachers implementing music-based activities aimed at enhancing students' inferential skills regarding emotions and attitudes.

1. Can you share your experiences with using songs as a tool in English language teaching?
2. How do you believe songs influence students' abilities to interpret emotions and attitudes in language learning?
3. What strategies have been implemented in the English department to incorporate music into the curriculum?
4. How do you support and guide teachers who wish to use songs in their classrooms?
5. What feedback have you received from teachers and students regarding the use of songs in English lessons?
6. Are there any assessment tools in place to measure the effectiveness of using songs to develop inferential skills in students?

THANK YOU FOR YOUR COOPERATION

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	x		
Formulación clara de cada pregunta.	x		
Comprensión de cada pregunta.	x		
Coherencia de las preguntas en relación con el objetivo.	x		
Relevancia del contenido	x		
Orden y secuencia de las preguntas	x		
Número de preguntas óptimo	x		

Observaciones:

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**INTERVIEW FORMAT FOR ENGLISH TEACHERS AT UNIDAD EDUCATIVA
IBARRA**

Objective: To gather insights into teachers' experiences, challenges, and successes in using songs as a pedagogical tool to develop students' abilities to infer emotions and attitudes in the English language.

1. How often do you incorporate songs into your English lessons?
2. What criteria do you use to select songs that help students infer emotions and attitudes?
3. Can you describe a specific instance where a song significantly enhanced students' understanding of emotional context?
4. What challenges have you encountered when using songs in the classroom, and how have you addressed them?
5. How do you assess students' progress in interpreting emotions and attitudes through musical activities?
6. In your opinion, how does the use of songs compare to other teaching methods in developing inferential skills?

THANK YOU FOR YOUR COOPERATION



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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	x		
Formulación clara de cada pregunta.	x		
Comprensión de cada pregunta.	x		
Coherencia de las preguntas en relación con el objetivo.	x		
Relevancia del contenido	x		
Orden y secuencia de las preguntas	x		
Número de preguntas óptimo	x		

Observaciones:

.....

.....

.....

.....

QUESTIONNAIRE / CUESTIONARIO

1. Frequency of Song Use in English Classes/ (Frecuencia del uso de canciones en clases de inglés)

How often does your teacher use songs in English classes to help you identify emotions and attitudes in texts? (¿Con qué frecuencia tu docente utiliza canciones en clases de inglés para ayudarte a identificar emociones y actitudes en los textos?)

Never / Nunca

Rarely / Rara vez

Sometimes / A veces

Frequently / Frecuentemente

Always / Siempre

2. Understanding Emotions and Attitudes/ (Comprensión de emociones y actitudes)

Do you believe that using songs in English classes helps you identify and understand emotions and attitudes in texts? (¿Crees que el uso de canciones en clases de inglés te ayuda a identificar y comprender emociones y actitudes en los textos?)

Not at all / Nada

A little / Poco

Moderately / Moderadamente

A lot / Mucho

Very much / Muchísimo

3. Motivation to Participate in Class/ (Motivación para participar en clase)

Do you feel more motivated to participate in class when songs are used? (¿Te sientes más motivado/a a participar en clase cuando se utilizan canciones?)

- Not at all motivated / Nada motivado/a
- Slightly motivated / Poco motivado/a
- Moderately motivated / Moderadamente motivado/a
- Very motivated / Muy motivado/a
- Extremely motivated / Extremadamente motivado/a

4. Improvement in Pronunciation and Intonation / (Mejora de la pronunciación y entonación)

Do songs help you improve your pronunciation and intonation in English? (¿Las canciones te ayudan a mejorar tu pronunciación y entonación en inglés?)

- Not at all / Nada
- A little / Poco
- Moderately / Moderadamente
- A lot / Mucho
- Very much / Muchísimo

5. Identification of Emotions in Texts / (Identificación de emociones en textos)

Have song-based activities helped you identify emotions and attitudes in English texts? (¿Las actividades basadas en canciones te han ayudado a identificar emociones y actitudes en textos en inglés?)

Not at all / Nada

A little / Poco

Moderately / Moderadamente

A lot / Mucho

Very much / Muchísimo

6. Vocabulary Related to Emotions/ (Vocabulario relacionado con emociones)

Do songs help you learn new vocabulary related to emotions and attitudes? (¿Las canciones te ayudan a aprender nuevo vocabulario relacionado con emociones y actitudes?)

Not at all / Nada

A little / Poco

Moderately / Moderadamente

A lot / Mucho

Very much / Muchísimo

7. Interest in Songs Used in Class/ (Interés en las canciones utilizadas)

Are the songs used in class interesting and appropriate for your age? (¿Las canciones utilizadas en clase son interesantes y adecuadas para tu edad?)

Not at all / Nada

A little / Poco

Moderately / Moderadamente

A lot / Mucho

Very much / Muchísimo

8. Contextual Understanding/ (Comprensión del contexto)

Do songs help you better understand the context in which emotions are expressed?
¿Las canciones te ayudan a comprender mejor el contexto en el que se expresan las emociones?

Not at all / Nada

A little / Poco

Moderately / Moderadamente

A lot / Mucho

Very much / Muchísimo

9. Interaction with Classmates/(Interacción con compañeros)

Do songs encourage you to discuss emotions and attitudes with your classmates?

(¿Las canciones te animan a conversar con tus compañeros sobre emociones y actitudes?)

Not at all / Nada

A little / Poco

Moderately / Moderadamente

A lot / Mucho

Very much / Muchísimo

10. Preference for Using Songs/(Preferencia por el uso de canciones)

Would you like your teacher to continue using songs in English classes? (¿Te gustaría

que tu docente continúe utilizando canciones en las clases de inglés?)

Not at all / Nada

A little / Poco

Moderately / Moderadamente

A lot / Mucho

Very much / Muchísimo



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A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1		x		Inglés y español
2		x		Inglés y español
3		x		Inglés y español
4		x		Inglés y español
5		x		Inglés y español
6		x		Inglés y español
7		x		Inglés y español
8		x		Inglés y español
9		x		Inglés y español
10		x		Inglés y español

MAURO
DAVID
VILLACRES
BENALCAZAR
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VILLACRES
BENALCAZAR
Fecha: 2025.04.13
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Firma del Evaluador

C.C.:

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Fecha de envío para la evaluación del experto:	28-02-2025
Fecha de revisión del experto:	13-04-2025

Survey directed to students



Phases of execution of the pedagogical proposal using musical resources.





GLOSSARY

EGB: Educación General Básica, level of the Ecuadorian educational system that includes compulsory education.

CEFR: Common European Framework of Reference for Languages, an international guideline used to describe language proficiency levels.

EFL: English as a Foreign Language, refers to learning English in contexts where it is not the official language.

MINEDUC: Ministerio de Educación del Ecuador, institution responsible for educational policies and curriculum design.

Songs: musical resources with lyrics used as a pedagogical strategy to support English language learning.

Listening Comprehension: the ability to understand spoken English through sounds, words, intonation, rhythm, and context.

Inferencing: the process of interpreting implicit meaning in a text or audio to identify emotions, attitudes, or intentions.

Emotions: affective states such as happiness, sadness, anger, or fear expressed through language and tone.

Attitudes: ways of expressing opinions, feelings, or positions in spoken or written discourse.

Tone: the speaker's emotional quality of voice that helps convey emotions and attitudes.

Intonation: variation of pitch in speech used to express meaning and emotion.

Pronunciation: correct articulation of sounds, stress, and rhythm in spoken English.

Motivation: students' interest and willingness to participate in the learning process.

Vocabulary: the set of words known and used by learners in a foreign language.

Context: the situation or environment that helps interpret meaning in spoken or written language.

Comprehensible Input: understandable language input slightly above the learner's current level that facilitates language acquisition.

Affective Filter: emotional factors such as motivation, anxiety, or confidence that can influence language learning.

Communicative Competence: the ability to use language effectively and appropriately in different situations.

Global Language: a language widely used for communication across different countries and cultures.

Lingua Franca: a common language used for communication between speakers of different native languages. ("Lingua Franca Definition - AP Human Geography Key Term | Fiveable")

Foreign Language: a language that is not officially spoken in a country.